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Archives

SAINT MICHAEL'S COLLEGE BULLETIN

Catalogue Issue
Winooski

1956-57
Vermont



COLLEGE HALL

Administration and Classrooms



In the heart of the ski country

SAINT MICHAEL'S COLLEGE

WINOOSKI PARK, VERMONT



FIFTY-SECOND ANNUAL CATALOGUE
1956-1957

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ACADEMIC CALENDAR

1956

June	25	Registration for Summer Session
Aug.	2-3	Examinations. End of Summer Session
Sept.	12-16	Freshman Week
	17	Registration of Upperclassmen Classes for Freshmen
	18	Classes for Upperclassmen
	23	Mass of the Holy Spirit
	29	Delta Epsilon Sigma Induction
Nov.	1	Feast of All Saints
	10	Quarterly Reports due
	10-12	Military Weekend. On Monday the AF ROTC will participate in the Veterans Day parade. No morning classes on Nov. 12.
	16	President's Day. Holiday
	22	Thanksgiving. Holiday Classes resume Friday morning
Dec.	8	Feast of the Immaculate Conception
	13	Beginning of Christmas recess. Students must attend all classes on December 12

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Jan.	3	Resumption of classes. All students must return in time for their first class
	26	Mid-year Reports due
27-30		Yearly Retreat begins at 8:30 P.M. Sunday and ends at Mass on Wednesday. Classes resume at 1:00 P.M. on Wednesday
Feb.	1	Beginning of Second Semester
	8-10	Winter Carnival Weekend. No classes Friday and Saturday
Mar.	6	Ash Wednesday
	23	Quarterly Reports due
Apr.	12-13	Graduate Record Examinations for Seniors
	17-28	Easter Recess. Students must attend all classes on April 16 and return for their first class on April 29
May	3-5	Junior Weekend. No classes Saturday morning only
	8	Feast of St. Michael
	10-11	Comprehensive Examinations for Seniors
	20	Beginning of Final Examinations
June	1	End of Final Examinations
	2-3	Commencement Exercises
	24	Beginning of Summer Session
Aug.	3	End of Summer Session

1956

JULY							AUGUST							SEPTEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7	..	..	..	1	2	3	4	..	..	..	..	..	..	1
8	9	10	11	12	13	14	5	6	7	8	9	10	11	2	3	4	5	6	7	8
15	16	17	18	19	20	21	12	13	14	15	16	17	18	9	10	11	12	13	14	15
22	23	24	25	26	27	28	19	20	21	22	23	24	25	16	17	18	19	20	21	22
29	30	31	..	..	..	..	26	27	28	29	30	31	..	23	24	25	26	27	28	29
..	..	..	..	..	..	..	..	..	..	..	..	..	..	30	..	..	..	..	..	..
OCTOBER							NOVEMBER							DECEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
..	1	2	3	4	5	6	..	..	..	..	1	2	3	..	..	..	..	..	..	1
7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8
14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15
21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22
28	29	30	31	..	..	..	25	26	27	28	29	30	..	23	24	25	26	27	28	29
..	..	..	..	..	..	..	..	..	..	..	..	..	..	30	31	..	..	..	..	..

ACTIVITIES CALENDAR

1956

Sept. 30 to	Inter class Football. Each class
Nov. 4	team plays each week
Sept. 30 to	Inter Class Tennis Tourna-
Oct. 22	ment
Oct. 20	Sophomore Class Social
Oct. 28 to	First Inter Class Bowling
Dec. 10	tournament
Nov. 1	Inter Class Writing Competi-
	tion begins
Nov. 10-12	Military Weekend
Nov. 11 to	Inter Class Basketball (30
Mar. 25	game schedule)
Nov. 18-30	Inter Class Dramatic Competi-
	tion
Nov. 23	Senior Ball

1957

Jan. 7 to	Second Inter Class Bowling
Apr. 1	Tournament
Jan. 7 to	Inter Class Skiing Competi-
Mar. 15	tion
Jan. 19	Freshman Class Mid-Year Ball
Feb. 4	Inter Class Rifle Competition
	begins
Feb. 4	Intra Class Debating Competi-
	tion begins
Feb. 8-10	Winter Carnival
Feb. 25-	Inter Class Debating Tourna-
26-27	ment
Apr. 1-10	Inter Class Bowling Finals
Apr. 1	Inter Class Writing Competi-
	tion ends
Apr. 8-20	Inter Class Basketball Tour-
	namment
May 1	Inter Class Baseball and Soft-
	ball begins
May 4-5	Junior Weekend and Prom
May 8	Inter Class Field and Track
	Meet
May 15	Inter Class Activities Award
	Night

1957

JANUARY							FEBRUARY							MARCH						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
..	..	1	2	3	4	5	..	..	..	..	..	1	2	..	..	..	..	..	1	2
6	7	8	9	10	11	12	3	4	5	6	7	8	9	3	4	5	6	7	8	9
13	14	15	16	17	18	19	10	11	12	13	14	15	16	10	11	12	13	14	15	16
20	21	22	23	24	25	26	17	18	19	20	21	22	23	17	18	19	20	21	22	23
27	28	29	30	31	..	..	24	25	26	27	28	..	..	24	25	26	27	28	29	30
..	..	..	..	..	..	..	..	..	..	..	..	..	..	31	..	..	..	..	..	..
APRIL							MAY							JUNE						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
..	1	2	3	4	5	6	..	..	..	1	2	3	4	..	..	..	..	..	..	1
7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8
14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15
21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22
28	29	30	..	..	..	..	26	27	28	29	30	31	..	23	24	25	26	27	28	29
..	..	..	..	..	..	..	..	..	..	..	..	..	..	30	..	..	..	..	..	..

Part One

GENERAL INFORMATION

History

Saint Michael's College was established in 1904 by the Congregation of the Fathers of Saint Edmund. Founded in France in 1843 for the purpose of supplementing the work of the secular clergy, particularly in regions where Jansenism had left strong influences, the Society was later assigned to educational work, taking over the direction of the College of the Immaculate Conception at Laval in 1879. Conditions in France towards the end of the 19th century made it necessary for the Fathers to seek a foothold in America and they naturally considered an establishment in the French-speaking province of Quebec, Canada. They were directed to Bishop DeGoesbriand of Burlington, Vermont, who welcomed them for work among the French Canadian emigrants of northern Vermont. His successor, Bishop Michaud, asked the Fathers to establish a college and procured for them the first plot of land and the first building in what has always been known as Winooski Park, in the county of Chittenden, Vermont.

Following the pattern of the French *collège* familiar to the founders, the courses offered in the first few years ranged from the junior high school through the junior college and, for some students, included instruction in philosophy. To conform to the educational organization usually found in the United States, however, a clear division was made in a few years between the college department and the high school department. In 1913 the college department was empowered to grant degrees by an act of the Vermont State Legislature. In 1929 the high school department was discontinued. The last class graduated in 1931.

The college program of studies, devised at the beginning by men steeped in the classical traditions of liberal education as practiced in France, was modified from time to time to meet the needs and requirements of a changing society, without however losing its firm grasp of educational essentials. The most recent and most thoroughgoing revision was made, following a two-year intensive study by the faculty, in 1951-52. This new program is explained in the pages which follow.

Location

The campus, a tract of over four hundred acres, is located in northern Vermont, between the Green Mountains to the east and Lake Champlain to the west, in the suburbs of Burlington and Winooski, whose combined population is about forty thousand.

Enrollment

The normal enrollment is between seven and eight hundred students, about eighty-five percent of whom are boarders. Only undergraduate men are admitted during the regular academic year. Well over half are from Massachusetts, New York, Connecticut and New Jersey. Graduate

as well as undergraduate courses are offered during the Summer Session to both men and women.

Accreditation

Saint Michael's College is a member of the New England Association of Colleges and Secondary Schools. All courses are approved by the Regents of the University of the State of New York. The College is affiliated with the Catholic University of America and is a member of the National Commission on Accrediting, of the American Association of Colleges, of the National Catholic Education Association and of the National Conference of Church Related Colleges.

Living Accommodations

Students reside on the campus, unless they live at home within commuting distance of the College or have the written consent of their parents to live with nearby relatives. A few of the upperclassmen are also given permission to live off the campus in homes selected and approved by the Dean of Men, when available rooms on the campus are exhausted. Rooms in all residence halls usually accommodate two students. These rooms are furnished with beds, mattresses, pillows, bureaus, desks, chairs, window shades, lights, and waste baskets. Students are required to furnish their own blankets, sheets, pillow cases, and anything additional deemed necessary to their personal comfort. It is advisable for the students to bring articles of bedding with them to avoid inconvenience in the event delivery of their trunks is delayed. Rooms for freshmen are assigned by the Dean of Men. If two students wish to room together, they should write to the Dean of Men or indicate their desire on page 4 of the application under the heading "Residence."

Residence

There are seven residence halls on the campus for the students. RYAN HALL, a four-story fireproof structure of Georgian design accommodating two hundred students, was opened in 1950 and is usually reserved for upper classmen. The oldest residence hall accommodates about one hundred and fifty students and is entirely reserved for freshmen. The other five are two-story, temporary, wooden buildings, made over from army barracks secured as surplus property from the government in 1946. Each accommodates from forty to sixty students. Each of these halls is in charge of one or more priests, who are available at all times to the students. Four smaller residences are reserved for members of the religious faculty and for students who are preparing to enter the seminary. On the campus also are twenty-four apartments for married veterans and faculty members. Each apartment contains three or four rooms and is furnished.

Another dormitory of the same design as RYAN HALL will be ready for occupancy in September, 1956.

Dining Hall

The COLLEGE DINING HALL is a one-story building equipped to serve over four hundred students at one sitting. Off the main dining room are four smaller dining rooms to accommodate the religious and lay faculty, the nuns who maintain part of the kitchen and the sewing room, and guests of the College.

Classrooms and Laboratories

Most of the classrooms are located in COLLEGE HALL, a brick building erected in 1924, and AQUINAS HALL, a two-story wooden structure, which also contains offices for the lay faculty. Four classrooms and laboratories for biology, chemistry and physics are located in CHERAY SCIENCE HALL.

Built in 1947, it is a fireproof brick building, provided with the best of modern equipment and facilities. Large and numerous laboratories make it possible to assign an individual place to each student registered for courses in the sciences.

College Hall and the CHAPEL

COLLEGE HALL, a three-story brick building, was erected in 1924 to serve several purposes. The main part of the building contains seven large classrooms and several offices, including the offices of the Dean and the Registrar. In the west wing are the GYMNASIUM and the CHAPEL. The space now occupied by the chapel will be used for additional classrooms, when the new chapel is constructed.

Library

The COLLEGE LIBRARY, completed in April, 1948, is a one-story wooden structure, which contains a large reading room and ample space for the forty thousand volumes and the large collection of bound periodicals. Microfilms and microcards have been added in recent years as well as projectors for reading them. The library also makes available to students a collection of over one thousand records and the use of a transcription player with eight head sets as well as a loudspeaker.

Austin Hall

AUSTIN HALL is primarily an auditorium, large enough to seat about eight hundred. It is equipped with a public address system, stationary sound track motion picture projectors, a large stage, and the necessary accessories for full-scale dramatic presentations. It contains also several activities rooms and, in the west wing, a campus lunch room. During six weeks of the summer Austin Hall is turned into SAINT MICHAEL'S PLAYHOUSE for the presentation of plays by professional companies.

Observatory

An adjunct to the Physics Department, the HOL-COMB OBSERVATORY was built in 1938. It is a small brick building topped by a metal dome under which is housed a telescope carrying a twelve-inch mirror. The instrument is so designed and electrically operated that it is suited to photographic study of the stars.

Infirmary

An INFIRMARY is maintained on the campus. It is equipped to care for all ordinary student ailments and to offer such medical services as urinalysis, X-ray, blood counts, and physiotherapy. Twenty bed patients can be accommodated at the same time. Two doctors are available at regular hours every day and a registered nurse is in full attendance for

general duty. For serious illnesses students are transferred to the Fanny Allen Hospital near the College.

Honor Society

St. Michael's College houses Alpha Nu Chapter of *Delta Epsilon Sigma*, a national Honor Society devoted exclusively to the recognition and encouragement of high scholastic promise among the graduates of Catholic liberal arts colleges. There are chapters of Delta Epsilon Sigma on the campuses of over 70 Catholic colleges and universities throughout the country.

At the end of the Junior year, Alpha Nu Chapter nominates not more than 10% of the scholastically superior members of the class who give promise of a scholarly future. After the Senior year has begun, these students are ordinarily elected to full membership and inducted into the Society with public ceremonies on September 29. Members may be identified by the gold key symbol of the Society.

Athletics

Ample opportunities are provided at Saint Michael's College for participation in sports. While undue attention to athletics, at the expense of studies, is not permitted, all students are urged to participate in competitive contests of one form or another. Intramural leagues are organized in such sports as football, basketball, and softball. The College is situated within a short distance of the best winter resorts in Vermont and ski trips are organized as often as conditions permit. There are facilities also for skating, tennis, golf, boating, swimming on or near the campus. Teams are organized to participate in intercollegiate competition in basketball, baseball, skiing, golf, tennis, and sailing. The College is a member of the Eastern College Athletic Conference, the National Collegiate Athletic Association, and the Association of New England Colleges for Conference on Athletics.

Extracurricular

Activities

While athletic activities attract a good number of students, there are also many other interests to which they may turn in their spare time. Students are invited to join one or two clubs or societies and to be active in them. The campus unit of the National Federation of Catholic College Students has compiled an enviable record among the colleges of New England for its leadership in the yearly regional conventions. The Newman Lyceum, one of the oldest student organizations, gives opportunities to students with literary interests to do creative and critical writing and to publish their successful efforts in *The Lance*. The Debating Club, a branch of the Newman Lyceum, offers students interested in controversial issues an opportunity to participate in intramural and intercollegiate debating. The Knights and Knaves Dramatic Club, also a section of the Newman Lyceum, affords all students interested in theatricals an opportunity to appear in some kind of dramatic performance on the stage or radio. The organization sponsors an annual one-act play competition and one or two full-length college plays.

A French Club, a Spanish Club, a Biology Club, a Chemistry Club, a

Philosophy Club, an International Relations Club, a Business Forum offer opportunities for the development of special interests.

Musical talents and interests may be developed in the College Band, the College Choir or the Glee Club.

The Outing Club concentrates on hiking in the mountains and winter sports, especially skiing. It also sponsors and organizes the yearly Winter Carnival.

Student Council

Planning, organizing, and coordinating student activities is one of the responsibilities of the Student Council, whose members are elected by the student body. It is an important agency also in making the students aware of their responsibilities and one of

its principal aims is to strive for increasingly closer cooperation between the students and the officers of administration. Under the direction of a moderator appointed by the President of the College, the Council is allowed as much freedom of action as is consistent with good order and has proved an important influence in the realization of the ideals of the College.

Disciplinary

Regulations

Disciplinary regulations are drawn up with the aim of training the student to make his own decisions and thereby to prepare himself for the competent handling of his problems in later life. The student is under little constraint and it is only in extreme

cases that a student so fails to cooperate in making a satisfactory adjustment that expulsion or suspension is necessary. In short, the College maintains the attitude that it is dealing with men and, in keeping with this attitude, it endeavors to create the atmosphere and opportunities that will enable the student interested in his own welfare to become a better man, a more accomplished gentleman, and a more perfect Christian.

The directions affecting student life on the campus are contained in *The Student's Guide* prepared and distributed by the Dean of Men.

ROTC Program

During the summer of 1951, a unit of the Air Force Reserve Officers' Training Corps (AFROTC) was established at Saint Michael's College. The program is divided into two phases: (1) a required Basic

Course for freshmen and sophomores; and (2) an elective Advanced Course for juniors and seniors who qualify and who agree, upon admission, to complete the course unless properly released.

Students enrolled in the AFROTC program, who are selected by the Professor of Air Science within quotas allotted, are deferred from induction under the Selective Service Act of 1948 and the Selective Service Extension Act of 1950, provided they remain in good standing.

Graduates are eligible for commissions in the reserve component of the Air Force. Provision is also made for appointment in the Regular Air Force for those students who qualify. The quotas established annually by the Department of the Air Force limit the number that may be accepted.

Details concerning qualifications for enrollment and continuance and the statement of the objectives of the program are given on pages 20 and 44.

Freshman Week

A few days are set aside at the beginning of each year for Freshman Week. During these days new students become acquainted with the campus, the faculty, their fellow students and their environment, before they plunge into the year's work. It is during this week too that students take placement tests and meet their advisers in group and individual conferences. Group meetings are devoted to explanations of the various scholastic and disciplinary regulations. In individual conferences the adviser talks over with the student the results of his tests and discusses his program.

Social and athletic activities are organized by members of the faculty and the Student Council. A bulletin is issued at the end of the summer giving all details of the Freshman Week program and is sent to all those who have been admitted.

Day students as well as boarders stay on the campus during Freshman Week.

Part Two

SAINT MICHAEL'S PLAN OF LIBERAL EDUCATION

General

Statement

From its foundation Saint Michael's College has been concerned with providing the kind of basic general education which everyone ought to have, no matter what profession or occupation he proposes to enter.

The College exists for the students and offers to them the opportunity for self-realization. Education is the process by which this is accomplished. Liberal education is the process by which it is best accomplished, because liberal education looks to the development of the whole man and of all his faculties.

Education is primarily directed to the development of the mind. To open the student's mind to the whole realm of truth, to enlighten and strengthen his reason, to develop as fully as possible his powers to think, is specifically the work of the College. Nothing is allowed to detract from this essential aim.

Education as a process of growth is not complete, however, and is ineffective, unless mental development is accompanied by the development of virtue and good character. A Catholic institution would indeed find it difficult to justify its existence, if it did not strive to permeate all its activity with the spirit of Christ and with the ideals of conduct and religious life which are found in His teaching. In striving for the development of virtue and good character in the students, furthermore, the College is carrying on the highest traditions of liberal education. True liberal education has always sought the formation not only of the intelligent man, but of the good man.

The College also believes that liberal education has never been and should not be divorced from the practical needs of life. The "ivory tower" concept of education for leisure is not realistic in twentieth century America. Since most of our students do not belong to the leisure class, they are understandably interested in securing some kind of gainful occupation soon after their graduation, unless they go on to professional studies. This is a reasonable objective, but the whole concept of liberal education and indeed the purpose of life itself can be vitiated and made meaningless, if material gain is made the primary aim.

Students, in their impatience and eagerness to become vocationally competent, are inclined to take the view that the shortest path is the best. They become restless under the disciplines which are called "humanistic," unless they can be made to understand that, in the long-range view, such studies are of great importance even for vocational plans. They must be made to see that where technical competence is without direction and

without firm anchorage in fundamental principles, accumulation of wealth is paralleled by the decay of men.

Sound vocational education should be based upon broad foundations of knowledge. Ways of speaking and writing, the ability to get at once to the heart of a problem found in a book, a report, or an analysis, knowledge of human motivation, knowledge of oneself and others, are necessary for promotions and advancements in business. But no one can develop these abilities or acquire this knowledge in a few weeks or a few months. Psychology, religion, philosophy, economics, literature, history are the sources which have to be tapped.

Experience teaches that the development of the student's intellectual capacities by the discipline of the liberal arts and sciences is the very best way of preparing him for the practical life. Specialized training for specific occupations may be required, but it will be made easier, quicker, more lasting, and more productive when founded upon liberal education. To become a resourceful person, alert and responsive to varying demands, trained for all sorts of jobs in general and perhaps for one field in particular, requires a preparation and a point of view which come only from deep and careful self-cultivation. These facts are becoming more and more clearly recognized by medical and dental schools, by law schools, by schools of engineering, by business corporations, and even by the directors of military training schools.

We may summarize the aims of Saint Michael's College as follows:

1. To develop the student's mind. This is the primary aim.
2. To foster the development of virtue and good character in the student by every means possible.
3. To prepare the student in a general way for his life's work and to advise him on his vocational plans.

Plan of Studies

The curriculum, the personal work of the teachers, the extracurricular activities, the campus life, the guidance services, all play a part in carrying out these aims. The curriculum or the plan of studies plays perhaps the major role and will be discussed here.

The other factors will be treated elsewhere.

A newly reorganized program of studies leading to the degree of BACHELOR OF ARTS was adopted in May, 1951, and became effective with the freshman class which entered in September, 1952. This new program attempts to solve some of the problems which have been raised with regard to the effectiveness of liberal education as currently organized. Too often the accusation has been made, with justice, that the colleges are turning out graduates with a good fund of information, but without the breadth of thought and the accuracy of judgment which are the marks of an educated man.

It must be admitted that certain practices, quite common in colleges of liberal arts, have tended to weaken or destroy the effectiveness of the educational process. Breaking up full year courses into semesters, for ex-

ample, has tended to encourage students to regard education as a piecemeal collection of unrelated units. Too much freedom in the choice of courses has led them to believe that only those fragments of knowledge they like best are worth studying. The accumulation of too great a number of credits in one field and too much specialization on the undergraduate level have encouraged that narrowness of view which is the very antithesis of liberal education. Narrow departmental objectives have tended to sacrifice more important general objectives.

But such practices as these are symptoms of a more fundamental weakness. College programs have been lacking in integration. If college education is to be a harmonious experience in intellectual and moral growth, it must be integrated. This demands a faculty with a common philosophy of man and a common, well-defined purpose. It demands a curriculum in which all courses are arranged in an order of mutual relationships and have a common direction towards the overall aims. It demands the elimination of all obstacles to the realization of these general aims and the introduction of positive means to achieve them. It demands a well-defined principle of integration or unification, which seems very difficult to find outside of Christian philosophy and theology.

The liberally educated man in the twentieth century ought to possess a good knowledge of the culture from which he has sprung and to have the ability to compare it with others with which it is in contact. He ought to have an insight into the development and impact upon the modern world of mathematics and the physical sciences. To live as a responsible citizen in a democracy, he should have a clear grasp of economics, social and political principles and problems. Endowed with a mind which seeks ultimate truth and a will which pursues ultimate good, he should be familiar with philosophy and theology and the solutions they propose for the problems and ills of the world. He ought to have an appreciation of the beautiful. He ought to be trained in the pursuit of knowledge through his own efforts and in the ability to integrate newly acquired knowledge with what he already possesses. He should be a man of principles, aware of the complexities of the world in which he is living, equipped to take his rightful place in that world, to judge and influence it.

The courses of study at Saint Michael's College are designed to provide opportunities for all students to meet these requirements. The objectives and content of each course will be described below, but it will serve a purpose to explain briefly some of the more striking features of the reorganized program.

The following courses or series of courses mark a departure from the old program, particularly in the interest of integration: (1) a closely-related two-year course in the physical and biological sciences; (2) a three-year course combining political, social, literary, and artistic history; (3) a two-year course in philosophy on the Freshman and Sophomore levels which prepares all students for theology and for advanced courses in philosophy; (4) a two-year course in theology proper in the Junior and

Senior years, prepared by philosophy and a brief introduction to the sources of theology.

In addition to course integration, specific means are employed to force the student to integrate his knowledge, to deepen and to retain it. Chief among these is the program of concentration. This program, consisting generally of five full-year courses in one field, includes a seminar in each of the last two years directly related to a comprehensive examination in the Spring of the senior year. This examination tests not only for information, but for basic understanding of problems within the field of concentration and of the relation of the field of concentration to the general course of studies. Among other devices to help the student preserve and unify knowledge are the following: the elimination of semester examinations in full-year courses and the substitution of a series of cumulative tests throughout the year leading to the final three-hour examination at the end, the use of standardized tests in English, Mathematics, and the foreign languages, the use of the *Graduate Record Examinations*.

Freshman Year

The freshman year, considered as a transitional and foundational year, is quite uniform. Students are asked to indicate their choice of a field of concentration at the time of registration. This selection is tentative and becomes definite only at the end of the year, after the student has had the opportunity to test his abilities, to meet his adviser several times, and to investigate the various fields offered.

All first year students, regardless of their tentative choice of concentration, must register for the course in English composition and types of literature, the first course in philosophy, and the course in one of the modern languages. All students also must take a course in physical science and a course in mathematics. Students who have tentatively chosen biology or chemistry as a field of concentration take as their physical science the laboratory course in general chemistry, which is followed in the second year by a laboratory course in physics. All the other students register for a more general, non-laboratory course, in the physical sciences, which combines physics and chemistry.

Students who intend at the beginning of the year to concentrate in classical literature are allowed to substitute Latin for mathematics and Greek for the modern language.

All freshmen are enrolled in the basic ROTC course.

All freshmen enroll also in a course of orientation, which is designed to teach them good habits of study, to explain the various concentrations, and to remedy weaknesses in religious knowledge.

Choice of

Concentration

At the end of his freshman year, following a series of interviews with his counsellor, each student must choose a definite field of concentration and pre-register for the sophomore year accordingly. Concentrations are offered in Biology, Business Administration, Chemistry, Economics, Education, English Literature, French Literature, History, Latin, Mathematics, Philosophy, Political Science, and Sociology.

The objectives in each of these concentrations are explained in Part Six. THE CONCENTRATION IN BIOLOGY MEETS ALL COURSE REQUIREMENTS OF PROFESSIONAL SCHOOLS OF MEDICINE AND DENTISTRY.

Sophomore,

Junior and

Senior Years

During their second, third, and fourth years all students, regardless of their field of concentration, are required to follow the three-year sequence in humanities and the philosophy-theology sequence.

The concentration program begins with one or two courses in the sophomore year. It is continued in the junior and senior years with two courses each year.

One of the two courses of the junior year must fulfill the aim of what is commonly called the READING SEMINAR or READING LIST SEMINAR. This course is intended to broaden the student's knowledge of his field of concentration by a program of prescribed readings and group discussions of the readings under the direction of a departmental instructor. Adaptations are made for the concentrations in biology, chemistry, and mathematics, because of the nature of these disciplines.

The aim of the SENIOR COORDINATING SEMINAR is to tie together or integrate the student's knowledge of his field of concentration and of other fields in relation to it, although the means to achieve it may differ from one field to another.

The seminars of the junior and senior years are direct preparations for the COMPREHENSIVE EXAMINATION which the student must pass at the end of his senior year to qualify for the baccalaureate degree.

Two-Year Program

A two-year program of studies leading to the degree of ASSOCIATE IN ARTS was adopted in April, 1953, and became effective in September of the same year.

This program is designed for students whose special needs or objectives cannot be satisfactorily met by the regular courses of the four-year program. It is a flexible program and is arranged by consultation with the Dean or the Registrar to suit the student. It is terminal for students who desire to stay in college only two years. Such students may follow a program of general studies or a program of accounting and business. The program is designed also to fulfill the basic requirements, in a liberal arts framework, of students who desire to study engineering, optometry, pharmacology etc. in a specialized institution at the end of two years.

Should a student starting in the two-year program change his mind and wish to transfer to the four-year program at the end of the first or the second year, he would be required to meet all the requirements of the latter program. (*See pages 42 and 73*)

Pre-Engineering**Program**

A special two-year preengineering program is offered for (a) students who feel an attraction towards engineering, but who wish to test the genuineness of their interest in a collegiate setting less definitely technical than an engineering school; (b) students who are definitely committed to a career in engineering, but are desirous of building a basic liberal arts foundation for subsequent professional studies; and (c) foreign students just beginning collegiate work in the United States. Arrangements will be made for the transfer of students who have successfully completed the basic two years to an engineering school affiliated with St. Michael's College. (See page 42)

Summer Session

St. Michael's College conducts a Summer Session every year. It is primarily designed to meet the needs for advanced education of parochial and public school teachers. But it also provides opportunities to undergraduates of St. Michael's and other colleges who need or desire to supplement the work of the regular academic year. The Summer Session is co-educational.

Program of English**for Foreign****Students**

In September 1954 St. Michael's College inaugurated a special program to meet the needs of students from foreign countries who need training in speaking and writing English before they undertake regular programs of study. The teaching is concentrated in fifteen weeks. During this period the student is not permitted to take other courses. Specially trained instructors hold three formal classes each day for groups which do not exceed ten students.

The Program in English is not limited to foreign students who wish to study at St. Michael's College. It is open to foreign students who may wish to attend any other college for their regular studies. It is open also to men and women whose objective is to learn English for business or other reasons. This is the only co-educational program during the academic year at St. Michael's College.

Part Three

TERMS OF ADMISSION

Application

Application for admission must be made on a form provided by the College, which can be secured by writing to the Registrar. All applicants should submit a completed application form as early as possible after the mid-year grades have been recorded in their senior year.

In addition to the application form, a letter is required from the student's pastor attesting to his good character.

A copy of the results of the *College Entrance Board Scholastic Aptitude Tests* will have to be submitted by students applying for the freshman class of 1957-1958.

For students wishing to transfer to Saint Michael's from some other college, a transcript of all college grades must be provided.

It should be observed that all documents from other institutions submitted in support of an application should be forwarded directly to the Registrar from the institutions providing such documents. Records submitted by students themselves or by their parents are not considered official.

Veterans

Saint Michael's College is approved for the training of veterans of both World War II (Public Laws 346 and 16) and Korea (Public Laws 550, 82nd Congress, and 874).

It is strongly recommended that Korean veterans seek the advice of a Veterans' Counsellor, a high school guidance counsellor acquainted with the technicalities of the law, or the Registrar at Saint Michael's College, before completing application to the Veterans Administration for educational benefits. Selection of an "ultimate objective" under the program approved for Korean veterans is extremely important and must be carefully made.

General Admission

Policy

The admission policy of the College is governed by one criterion: reasonable assurance that the applicant possesses the ability and other qualifications necessary for success in the program of his choice. Saint Michael's College seeks the boy of at least average high school preparation who has sincere intellectual interests together with the capacity and desire for intellectual growth.

- Admission to
the Four-Year
Program

Admission to the four-year program is immediately granted if the applicant fulfills the following conditions:

(1) Presentation of sixteen units of high school work, distributed as follows:

English four units
Modern Foreign language or Latin two units
Mathematics (Elementary Algebra and Plane
Geometry) two units

Elective courses in Latin, Greek, French, German,
Spanish, Italian, Intermediate Algebra, Trigo-
nometry, Chemistry, Biology, Physics, General
Science, History, and Social Science, for a total of eight units
- (2) Attainment of the certificate grade of the high school or preparatory school, or, in the absence of a certificate grade system, a general average of at least 72% where the passing grade is 60%; 76% where passing is 65%; and 79% where passing is 70%.
- (3) Rank in the upper third of the graduating class.
- (4) Recommendation by the Principal or Guidance Director.
- (5) Certification of graduation.
- (6) Character recommendation by the pastor.
- (7) Results of the College Entrance Board Scholastic Aptitude Tests.

When one or more of the above conditions cannot be fulfilled, the applicant may be admitted if he can satisfy the Admissions Committee that he has sufficient ability and determination to succeed in a college program. The Committee may require special tests and a personal interview.

APPLICANTS WHO INTEND TO FOLLOW A PROGRAM IN BIOLOGY, CHEMISTRY, OR MATHEMATICS, OR WHO INTEND AFTER COLLEGE TO STUDY MEDICINE OR DENTISTRY, SHOULD HAVE TAKEN AT LEAST TWO YEARS OF SCIENCE AND THREE YEARS OF MATHEMATICS IN HIGH SCHOOL. APPLICANTS FOR THE COURSE PREPARATORY TO ENTRANCE INTO THE SEMINARY SHOULD HAVE TAKEN AT LEAST TWO YEARS OF LATIN IN HIGH SCHOOL. PROVISION IS MADE, HOWEVER, TO START LATIN STUDIES AT THE COLLEGE.

**Admission to the
the Two-Year
Program**

Admission to the two-year program may be granted to students who fulfill the following requirements:

- (1) Certification of graduation from an accredited high school.
- (2) Recommendation to the two-year program by the Principal or the Guidance Director of the high school.
- (3) A general average exceeding that of the lowest quarter of the graduating class.
- (4) A pattern of high school courses that will provide sufficient academic background for the sequence of courses proposed in the two-year program.
- (5) Character recommendation from the pastor.

If the supporting evidence offered to meet the above requirements is deficient in any respect, the Admissions Committee may require the results of the *College Entrance Board Scholastic Aptitude Tests* or a series of tests administered by the College. An interview in these cases is almost always necessary.

**Admission to the
Pre-Engineering
Program**

Admission to the pre-engineering program will be granted to students who fulfill the conditions required for admission to the four-year program and, in addition, present at least three units of Mathematics, including Trigonometry, of better than average grades, two units of Science, preferably Chemistry and Physics, and a good score on the Quantitative part of the College Entrance Board Scholastic Aptitude Tests and the Mathematics Test.

**Admission to the
AFROTC Program**

Enrollment and continuance in the AFROTC program at Saint Michael's College requires that students (1) be citizens of the United States; (2) be enrolled as regular students in the College; (3) pass required physical examinations; (4) successfully complete such screening tests as may be given; (5) agree upon admission to either the Basic Course or the Advanced Course to complete the course unless properly released; and (6) maintain satisfactory scholastic standing in other academic subjects. Returning veterans and those who have had training in other senior ROTC units may qualify for advanced study.

As previously stated, the Basic Course is required of all freshmen and sophomores, in either the four-year program or the two-year programs, who meet the above qualifications and who have not been properly released from the program. Completion of the Basic Course is required for graduation. (See pages 10 and 44)

**Admission to
Advanced
Standing**

Candidates from other accredited colleges may be accepted and given advanced standing, provided they meet all the entrance and promotion requirements of the College and can present a certified statement of their previous college work together with a letter indicating good academic standing and honorable

dismissal.

Only courses in which the applicant has earned a grade of C or better can be considered for transfer.

Transfer credits are not given in excess of those given for similar courses or in excess of permitted semestral schedules at Saint Michael's College.

Students who transfer to Saint Michael's are not given a higher standing than that to which they were entitled in the college in which they were previously enrolled.

They must also pass an examination in courses already pursued by the class they wish to enter, if it is considered necessary to determine their fitness to continue in these courses.

Credits are considered for transfer only if a transcript of such credits is submitted by the applicant prior to his admission to the College.

A tentative evaluation of these credits is forwarded to the transferring student prior to his admission. This evaluation lists the maximum number of credits that may be transferred. This number will not be augmented or be subject to an increase at a later date.

The acceptance of an offer of admission by the transferee is regarded as acceptance also of the evaluation of credits for transfer.

No advanced standing credits are recorded by the College until after the applicant has successfully completed one full year of work at Saint Michael's College, and advanced standing credits are not recorded for any student dismissed from another college because of poor scholarship. Students who transfer must pass at least the full senior year in residence at Saint Michael's College.

Special Students

A limited number of students who are not candidates for degrees may be permitted to enroll for certain courses on the condition that they provide cogent reasons to the Committee on Admissions in explanation of why they should not follow the regular degree programs. Such students are given no class ratings and are not eligible for academic honors. They are charged for the courses they follow at the rate of \$17.50 per credit hour.

Part Four

ACADEMIC REGULATIONS

General Degree

Requirements

The degree of Bachelor of Arts is awarded to any student who (1) fulfills residence requirements; (2) earns a minimum of 136 credits; (3) fulfills course requirements of one of the programs outlined on pp. 29 to 41; (4) fulfills the requirements of one concentration as explained under the headings of the various departments; (4) maintains satisfactory grades; and (6) completes successfully the comprehensive examination in his field of concentration and the Graduate Record Examinations.

Students who matriculate for the two-year program leading to the degree of ASSOCIATE IN ARTS must earn at least 68 credits for graduation. Specific requirements are listed in the program outline on page 42.

Residence

Requirements

Four academic years are ordinarily required to earn the bachelor's degree. The nature of the program of studies at St. Michael's College makes it almost impossible to shorten this time by attendance at summer sessions. Students who transfer from another college must be in residence at least one full academic year immediately preceding their graduation.

For the degree of ASSOCIATE IN ARTS, the normal residence requirements are two academic years. In some instances, a minimum residence requirement of one full year will be permitted, but it must be the last year preceding the awarding of the degree, and the student must be matriculated for at least 34 credit hours in the two-year terminal program. In no instance will this degree be awarded to students who have not specifically matriculated for it and who have not been at least one year in residence after September, 1953.

Registration

Freshmen register for the courses of the first year during Freshman Week.

All students in session must pre-register for the following year during the period of pre-registration in May. Failure to pre-register at this time incurs an automatic fine of ten dollars (\$10.00). Formal registration takes place before the opening of classes in September.

Course Changes

Changes in courses or sections may be requested between the end of the pre-registration period and the official registration day without charge. A fee of one dollar (\$1.00) is charged for filing a request for a change on or after registration day and an additional fee of one dollar (\$1.00) is charged for every withdrawal from and every enrollment into a course or section, permitted after registration day.

Changes are permitted up to and including the tenth day after registration, if approved by the Dean or the Registrar. After ten days have elapsed a new course may not be added, even to replace a course from which the student has withdrawn. Withdrawal from a course is permitted up to and including the thirtieth day after registration.

Requests for changes before the day of formal registration are usually made in a letter addressed to the Dean or the Registrar describing exactly what change is to be made and the reasons for the change. To change a course or section, to withdraw officially, and to enroll officially after registration, the following procedure must be carried out: (1) the student must secure a "change of registration" form from the Registrar's office and write the information required as directed; (2) secure the signature of the Dean or Registrar (and of his faculty adviser, if so directed) in the space provided; (3) secure the class card and the signature of the instructor from whose class he is withdrawing; (4) secure the signature of the instructor in whose class he wishes to enter; (5) return the completed form and the class card to the Registrar's office.

Withdrawal from any or all courses is not official until a change-of-course form, properly completed, is filed in the Registrar's office. Until such change becomes official, the student and/or his parents or guardians are fully responsible for all charges incurred under the original semester registration, and grades of F (failure) are entered for all such courses not successfully completed.

Any student who is permitted to register for more than the normal number of hours is chargeable for the additional number of hours, at the rate of \$10.00 per hour, if he retains them on his schedule twelve days after the date of the beginning of a term.

Class Attendance

Students ought to understand that the main reason for attending college is to be guided in their learning activities by the teachers to whom they are assigned.

This guidance takes place principally in the classroom and the laboratory. Every class and every laboratory is important and, therefore, students are expected to be in attendance at every one. Only illness or a similarly good reason is a valid excuse for absence.

In absenting himself from classes or laboratories without proper reason the student penalizes himself by depriving himself of the explanations, clarifications etc., he would otherwise receive. But his absence can also cause disruptions in work schedules, unless the instructor holds him strictly to account for the work assigned, quizzes, tests, etc. All class absences are recorded and turned in to the Dean at the end of each marking period.

The delinquent student may be penalized by a lowering of his grade at the discretion of the Dean, after consultation with his instructor. A student may be forced to withdraw from a course and be given an FA for excessive absences.

Freshmen are not allowed to miss classes or laboratories for the purpose of weekends at home, of attending games played away from home and the like. Upperclassmen may sometimes be given such permissions, if they are in good standing. All students are rigidly held to class attendance, however, immediately preceding and following major holiday recesses. The penalty for absence without valid reason in such cases is an automatic failure in the course. This action may be appealed, but the decision of the Board of Appeal is final.

Tests and Examinations

Frequent quizzes, tests, and examinations are given throughout the year. They serve the purpose of spurring the student to continued efforts in study, of indicating his progress, and of pointing out weaknesses which he should remedy.

Mid-term and mid-year grades are turned in by the instructors and averages are taken at these times. Such grades and averages, however, are not permanent. They are regarded rather as "progress reports" and are used for purposes of counselling, commending, or warning. They are also used for reports to the parents of the students.

There is only one formal examination in each course at the end of the year, except for the few courses which are completed in one semester. The final examinations in May are preceded by an intensive class review of the year's work. The permanent grade for each course, given in June, is based upon the class work and the final examination. To pass a course the student must do satisfactory work during the year and receive at least a passing mark (D) in the final examination.

Grading System

Grades are reported and recorded by letters as follows: *A* indicates that the student is doing superior work; *B* indicates that the student is doing work which is above average; *C* is average; *D* is poor; *F* means failure; *FA* means failure due to excessive absences from class and is averaged as an *F*; *I* (*incomplete*), meaning that assignments have not been completed, is averaged as an *F* and becomes definitely *F* if the student fails to complete assignments before the end of the next marking period; *X* means absence for good reasons from a final examination and gives the student the right to a make-up examination before the end of the next semester or, in some cases, during the summer. *X* is changed to *F*, if the student does not take the make-up examination within the time allowed. For averaging *X* is counted as *F*. Two other symbols are used on the permanent record: *WP* means that the student withdrew from the course and was passing at the time of withdrawal; *WF* means that the student withdrew from a course and was failing at the time of withdrawal. In averaging semester grades *WP* and *WF* are not counted.

For the purpose of averaging, a numerical range is assigned to each letter grade as follows:

A: 90% to 100%

B: 80% to 89%

C: 70% to 79%

D: 60% to 69%

F: 50% to 59%

Each letter grade is taken at the mid-range (v.g. C = 75%) in computing progress or semester averages.

Academic

Standing

To remain in good academic standing a student must maintain a general cumulative average of 70%. If at the end of any semester this average is below 70% the student is placed *On Probation* for the next semester. Failure to raise his average to the required minimum during this period ordinarily results in dismissal. Under unusual circumstances he may be allowed another semester *On Strict Probation* during which he may be dismissed at any time, if in the judgment of his instructors he is not making progress.

A *warning* is issued at about the middle of each semester to students whose academic work is not satisfactory for any reason whatsoever. The purpose is to alert the student to the danger of greater difficulties unless he rectifies the condition. If he is already *on probation* the warning takes on a much more serious aspect.

Students *on warning* or *on probation* are deprived of certain privileges and restricted in their extracurricular activities, as explained in detail in *The Student Guide*.

Notices of *warning* and/or *probation* are sent to the parents. Reports of progress grades following the November, January and April report periods are regularly sent to the parents of all students as soon as averages are tabulated. In addition, a cumulative copy of the permanent record is forwarded to parents after final grades are recorded in June.

Students who maintain a general average of 85% or better for the year are honored by citation on the *Dean's Honor List*.

Make-up

Examinations

Students who have maintained a passing grade up to the time of the term or the final examination, but who, for a reason deemed legitimate by the Dean, are absent when it is given, may request a make-up examination. The absence and the reason for it should be reported immediately and a permit for a make-up examination secured. Permission for a make-up examination is not given to a student who has a failing grade up to the time of the examination, except in very unusual circumstances.

The dates for make-up examinations in the Spring semester are posted on the bulletin boards. Students, who have a permit, must file applications in the Registrar's office and pay a fee of \$2.00 for each examination. Failure

to file on the scheduled dates cancels the permission already secured and a failing grade is recorded.

Students in the four-year program are required to take make-up examinations prior to the opening of the fall term, when the absence was incurred in the May examinations. Such examinations are ordinarily given during the last week of the Summer Session. Failure to take an examination on the scheduled date cancels the permission and a failing grade is recorded.

Students who have been suspended, for disciplinary reasons, over the period of semester examinations are not eligible for make-up examinations, unless this was clearly provided for at the time the suspension was imposed. A failing grade is recorded for such courses as are incomplete.

Course Failures

Students who have received a grade of F in any course must ordinarily repeat the course successfully. Only under unusual circumstances and upon the recommendation of the instructor is a re-take examination

in a course permitted.

Failures must also ordinarily be made up at St. Michael's College, either during the Summer Session or the regular year. To make up a course at another college during the summer session permission must first be secured from the Dean. This permission is not given for courses in the field of concentration.

Graduation

To be eligible for graduation the candidate for the degree of BACHELOR OF ARTS must have earned a total of at least 136 credits and must have satisfied all general degree requirements, all requirements of

his field of concentration, and all elective requirements. He must also have a minimum general, cumulative average of 70% and an average of 75% in the field of concentration. He must pass the Comprehensive Examination in his field of concentration and attain the minimum score set by the College on the Graduate Record Examinations. The candidate for the degree of ASSOCIATE IN ARTS must have earned a total of at least 68 credits and have a general average of 70%.

Honors are given as follows: a general average of 85% merits the citation *cum laude*; a general average of 90% merits the citation *magna cum laude*; and a general average of 93.5% merits the citation *summa cum laude*.

Recommendations

Letters of recommendation on behalf of students at Saint Michael's College are issued either by a Recommendations Committee or by individual teachers. In general, students having a general average of 80%

or higher may be assured of a favorable recommendation. The minimum average for consideration must be at least 75%.

Requests for Transcripts Requests for transcripts of a student's record or for recommendations cannot be honored during the period of semester examinations and the first few days of a new semester. They cannot be prepared during this period. At other times such requests are honored promptly. The handling of such requests is expedited, when the fee of one dollar (\$1.00), charged for every transcript after the first one, is enclosed with the request. There is no fee for recommendations.

Change of Regulations The College reserves the right to make modifications in its degree requirements, courses, schedules, calendar, regulations, fees and charges, deemed necessary or conducive to the efficient operation of the College. Such changes become effective from the date they are published in the College bulletins.

Part Five

DEGREE PROGRAMS

For the convenience of the students and the advisers, a schematic listing of the courses for each year in the various concentrations is given in the pages which follow.

The numbering system is explained on page 43.

By referring to the next section (Part Six) a description of each course listed may be obtained.

Likewise, in the next section, students will find a description of the objectives proposed by each department or division. In some cases, the methods of reaching these objectives are explained.

The degree programs listed are:

Biology	p. 29
Business Administration	p. 30
Chemistry	p. 31
Economics	p. 32
Education	p. 33
English Literature	p. 34
French Literature	p. 35
History	p. 36
Latin (Classics)	p. 37
Mathematics	p. 38
Philosophy	p. 39
Political Science	p. 40
Sociology	p. 41
Two-Year Program	p. 42
Pre-engineering Program	p. 42

Concentration: BIOLOGY

Please refer to page 45 for objectives, prerequisites, requirements of this concentration and for description of courses.

FRESHMAN YEAR

CREDITS

Orientation	2
Air Science 102 (<i>National Defense & the Air Force</i>)	4
English 102 (<i>Freshman Composition & Reading</i>)	6
French or German 102 (<i>First Year</i>)	6
Philosophy 102 (<i>The Science of Logic</i>)	6
Mathematics 104 (<i>College Algebra & Trigonometry</i>)	6
Chemistry 102 (<i>General Chemistry</i>)	8

SOPHOMORE YEAR

Air Science 202 (<i>Elements of Aerial Warfare</i>)	4
Humanities 202 (<i>Life & Thought of Western Man I</i>)	6
Philosophy 202 (<i>The Philosophy of Nature</i>)	6
Theology 204 (<i>Sources of Theology</i>)	2
Biology 202 (<i>General Biology</i>)	8
Chemistry 302 (<i>Organic Chemistry</i>)	8
Physics 202 (<i>General Physics</i>)	8

JUNIOR YEAR

Humanities 302 (<i>Life & Thought of Western Man II</i>)	6
Philosophy 301 (<i>Metaphysics</i>)	3
Theology 302 (<i>Moral Theology</i>)	6
Biology 302 (<i>Biology of Vertebrates</i>)	8
Biology 310 (<i>Biochemistry of Organisms</i>)	8
Air Science 302 (6 cr.) or elective	3

SENIOR YEAR

Humanities 402 (<i>Life & Thought of Western Man III</i>)	6
Philosophy 402 (<i>History of Philosophy</i>)	4
Theology 402 (<i>Christ & the Sacraments</i>)	6
Biology 402 (<i>Development and Inheritance</i>)	8
Biology 410 (<i>Coordinating Seminar in Biology</i>)	4
Air Science 402 or other electives	6
Comprehensive Examination	
Graduate Record Examinations	

Concentration: BUSINESS ADMINISTRATION

Please refer to page 51 for objectives, prerequisites, requirements of this concentration and for description of courses.

FRESHMAN YEAR

CREDITS

Orientation	2
Air Science 102 (<i>National Defense & the Air Force</i>)	4
English 102 (<i>Freshman Composition & Reading</i>)	6
French, Spanish or German 102 (<i>First Year</i>)	6
Philosophy 102 (<i>The Science of Logic</i>)	6
Mathematics 102 (<i>Fundamental Concepts of Mathematics</i>)	6
Science 102 (<i>Introduction to the Physical Sciences</i>)	6

SOPHOMORE YEAR

Air Science 202 (<i>Elements of Aerial Warfare</i>)	4
Humanities 202 (<i>Life & Thought of Western Man I</i>)	6
Philosophy 202 (<i>The Philosophy of Nature</i>)	6
Theology 204 (<i>Sources of Theology</i>)	2
Biology 202 (<i>General Biology</i>)	8
Business 201 (<i>Principles of Economics</i>)	3
Business 203 (<i>Introduction to Statistical Analysis</i>)	3
Business 204 (<i>Production and Distribution</i>)	6

JUNIOR YEAR

Humanities 302 (<i>Life & Thought of Western Man II</i>)	6
Philosophy 301 (<i>Metaphysics</i>)	3
Theology 302 (<i>Moral Theology</i>)	6
Business 302 (<i>Principles of Accounting</i>)	6
Business 308 (<i>Financial Policies of Corporations</i>)	6
Electives	6

SENIOR YEAR

Humanities 402 (<i>Life & Thought of Western Man III</i>)	6
Philosophy 402 (<i>History of Philosophy</i>)	4
Theology 402 (<i>Christ & the Sacraments</i>)	6
Business 402 (<i>Business Law</i>)	6
Business 410 (<i>Seminar in Industrial Problems</i>)	6
Electives	6

Comprehensive Examination
Graduate Record Examinations

Concentration: CHEMISTRY

Please refer to page 47 for objectives, prerequisites, requirements of this concentration and for description of courses.

FRESHMAN YEAR

CREDITS

Orientation	2
Air Science 102 (<i>National Defense & the Air Force</i>)	4
English 102 (<i>Freshman Composition & Reading</i>)	6
French or German 102 (<i>First Year</i>)	6
Philosophy 102 (<i>The Science of Logic</i>)	6
Mathematics 104 (<i>College Algebra & Trigonometry</i>)	6
Chemistry 102 (<i>General Chemistry</i>)	8

SOPHOMORE YEAR

Air Science 202 (<i>Elements of Aerial Warfare</i>)	4
Humanities 202 (<i>Life & Thought of Western Man I</i>)	6
Philosophy 202 (<i>The Philosophy of Nature</i>)	6
Theology 204 (<i>Sources of Theology</i>)	2
Chemistry 202 (<i>Inorganic Analytic Chemistry</i>)	8
Physics 202 (<i>General Physics</i>)	8
Mathematics 202 (<i>Analytic Geometry & Calculus</i>)	6

JUNIOR YEAR

Humanities 302 (<i>Life & Thought of Western Man II</i>)	6
Philosophy 301 (<i>Metaphysics</i>)	3
Theology 302 (<i>Moral Theology</i>)	6
Chemistry 302 (<i>Organic Chemistry</i>)	8
Chemistry 310 (<i>Physical Chemistry</i>)	10
Air Science 302 or other electives may be added	6

SENIOR YEAR

Humanities 402 (<i>Life & Thought of Western Man III</i>)	6
Philosophy 402 (<i>History of Philosophy</i>)	4
Theology 402 (<i>Christ & the Sacraments</i>)	6
Chemistry 402 (<i>Advanced Organic Chemistry</i>)	8
Chemistry 410 (<i>Advanced Principles of Chemistry</i>)	8
Air Science 402 or other electives may be added	6
Comprehensive Examination	
Graduate Record Examinations	

Concentration: ECONOMICS

Please refer to page 51 for objectives, prerequisites, requirements of this concentration and for description of courses.

FRESHMAN YEAR	CREDITS
Orientation	2
Air Science 102 (<i>National Defense & the Air Force</i>)	4
English 102 (<i>Freshman Composition & Reading</i>)	6
French, Spanish or German 102 (<i>First Year</i>)	6
Philosophy 102 (<i>The Science of Logic</i>)	6
Mathematics 102 (<i>Fundamental Concepts of Mathematics</i>)	6
Science 102 (<i>Introduction to the Physical Sciences</i>)	6

SOPHOMORE YEAR

Air Science 202 (<i>Elements of Aerial Warfare</i>)	4
Humanities 202 (<i>Life & Thought of Western Man I</i>)	6
Philosophy 202 (<i>The Philosophy of Nature</i>)	6
Theology 204 (<i>Sources of Theology</i>)	2
Biology 202 (<i>General Biology</i>)	8
French, Spanish or German 102 (<i>Second Year</i>)	6
Economics 201 (<i>Principles of Economics</i>)	3
Economics 203 (<i>Introduction to Statistical Analysis</i>)	3

JUNIOR YEAR

Humanities 302 (<i>Life & Thought of Western Man II</i>)	6
Philosophy 301 (<i>Metaphysics</i>)	3
Theology 302 (<i>Moral Theology</i>)	6
Economics 301 (<i>History of Economic Thought</i>)	3
Economics 303 (<i>Economic History of the U. S.</i>)	3
Economics 310 (<i>Directed Reading in Economics</i>)	6
Electives	6

SENIOR YEAR

Humanities 402 (<i>Life & Thought of Western Man III</i>)	6
Philosophy 402 (<i>History of Philosophy</i>)	4
Theology 402 (<i>Christ & the Sacraments</i>)	6
Economics 401 (<i>Money and Banking</i>)	3
Economics 403 (<i>Public Finance and Taxation</i>)	3
Economics 410 (<i>Coordinating Seminar in Economics</i>)	6
Electives	6

Comprehensive Examination
Graduate Record Examinations



Old Hall and Science Hall



In the new Science Hall

Concentration: ENGLISH LITERATURE

Please refer to page 57 for objectives, prerequisites, requirements of this concentration and for description of courses.

FRESHMAN YEAR

CREDITS

Orientation	2
Air Science 102 (<i>National Defense & the Air Force</i>)	4
English 102 (<i>Freshman Composition & Reading</i>)	6
French, Spanish or German 102 (<i>First Year</i>)	6
Philosophy 102 (<i>The Science of Logic</i>)	6
Mathematics 102 (<i>Fundamental Concepts of Mathematics</i>)	6
Science 102 (<i>Introduction to the Physical Sciences</i>)	6

SOPHOMORE YEAR

Air Science 202 (<i>Elements of Aerial Warfare</i>)	4
Humanities 202 (<i>Life & Thought of Western Man I</i>)	6
Philosophy 202 (<i>The Philosophy of Nature</i>)	6
Theology 204 (<i>Sources of Theology</i>)	2
Biology 202 (<i>General Biology</i>)	8
French, Spanish or German 202 (<i>Second Year</i>)	6
English 202 (<i>Introduction to English Literature</i>)	6

JUNIOR YEAR

Humanities 302 (<i>Life & Thought of Western Man II</i>)	6
Philosophy 301 (<i>Metaphysics</i>)	3
Theology 302 (<i>Moral Theology</i>)	6
English 302 (<i>Shakespeare</i>)	6
English 310 (<i>Directed Reading in English Literature</i>)	6
Electives	6

SENIOR YEAR

Humanities 402 (<i>Life & Thought of Western Man III</i>)	6
Philosophy 402 (<i>History of Philosophy</i>)	4
Theology 402 (<i>Christ & the Sacraments</i>)	6
English 401 (<i>Milton and His Age</i>)	3
English 403 (<i>Great American Books</i>)	3
English 410 (<i>Senior Seminar in English</i>)	6
Electives	6
Comprehensive Examination	
Graduate Record Examinations	

Concentration: FRENCH LITERATURE

Please refer to page 64 for objectives, prerequisites, requirements of this concentration and for description of courses.

FRESHMAN YEAR

CREDITS

Orientation	2
Air Science 102 (<i>National Defense & the Air Force</i>)	4
English 102 (<i>Freshman Composition & Reading</i>)	6
French, Spanish or German 102 (<i>First Year</i>)	6
Philosophy 102 (<i>The Science of Logic</i>)	6
Mathematics 102 (<i>Fundamental Concepts of Mathematics</i>)	6
Science 102 (<i>Introduction to the Physical Sciences</i>)	6

SOPHOMORE YEAR

Air Science 202 (<i>Elements of Aerial Warfare</i>)	4
Humanities 202 (<i>Life & Thought of Western Man I</i>)	6
Philosophy 202 (<i>The Philosophy of Nature</i>)	6
Theology 204 (<i>Sources of Theology</i>)	2
Biology 202 (<i>General Biology</i>)	8
French, Spanish or German 202 (<i>Second Year</i>)	6
French 204 (<i>Advanced Composition and Introduction to Literature</i>)	6

JUNIOR YEAR

Humanities 302 (<i>Life & Thought of Western Man II</i>)	6
Philosophy 301 (<i>Metaphysics</i>)	3
Theology 302 (<i>Moral Theology</i>)	6
French 302 (<i>Literature of the Nineteenth Century</i>)	6
French 310 (<i>Directed Reading in French Literature</i>)	6
Electives	6

SENIOR YEAR

Humanities 402 (<i>Life & Thought of Western Man III</i>)	6
Philosophy 402 (<i>History of Philosophy</i>)	4
Theology 402 (<i>Christ & the Sacraments</i>)	6
French 402 (<i>Literature of the Seventeenth Century</i>)	6
French 410 (<i>Coordinating Seminar in French</i>)	6
Electives	6

Comprehensive Examination

Graduate Record Examinations

Concentration: HISTORY

Please refer to page 59 for objectives, prerequisites, requirements of this concentration and for description of courses.

FRESHMAN YEAR

CREDITS

Orientation	2
Air Science 102 (<i>National Defense & the Air Force</i>)	4
English 102 (<i>Freshman Composition & Reading</i>)	6
French, Spanish or German 102 (<i>First Year</i>)	6
Philosophy 102 (<i>The Science of Logic</i>)	6
Mathematics 102 (<i>Fundamental Concepts of Mathematics</i>)	6
Science 102 (<i>Introduction to the Physical Sciences</i>)	6

SOPHOMORE YEAR

Air Science 202 (<i>Elements of Aerial Warfare</i>)	4
Humanities 202 (<i>Life & Thought of Western Man I</i>)	6
Philosophy 202 (<i>The Philosophy of Nature</i>)	6
Theology 204 (<i>Sources of Theology</i>)	2
Biology 202 (<i>General Biology</i>)	8
French, Spanish or German 202 (<i>Second Year</i>)	6
History 202 (<i>Growth of the American Nation</i>)	6

JUNIOR YEAR

Humanities 302 (<i>Life & Thought of Western Man II</i>)	6
Philosophy 301 (<i>Metaphysics</i>)	3
Theology 302 (<i>Moral Theology</i>)	6
History 310 (<i>Directed Reading in History</i>)	6
•History electives advised by department	6
•Electives	6

SENIOR YEAR

Humanities 402 (<i>Life & Thought of Western Man III</i>)	6
Philosophy 402 (<i>History of Philosophy</i>)	4
Theology 402 (<i>Christ & the Sacraments</i>)	6
History 410 (<i>Coordinating Seminar in History</i>)	6
History electives advised by department	6
Electives	6

Comprehensive Examination
Graduate Record Examinations

75.14
98

14.3
71.50
7
30
28
20

14.3
42.8
42.8
99.9

Concentration: LATIN

Please refer to page 49 for objectives, prerequisites, requirements of this concentration and for description of courses.

FRESHMAN YEAR

CREDITS

Orientation	2
Air Science 102 (<i>National Defense & the Air Force</i>)	4
English 102 (<i>Freshman Composition & Reading</i>)	6
French, Spanish or Greek 102 (<i>First Year</i>)	6
Philosophy 102 (<i>The Science of Logic</i>)	6
Mathematics 102 (<i>Fundamental Concepts of Mathematics</i>) or Latin 102 (<i>First Year Latin</i>)	6
Science 102 (<i>Introduction to the Physical Sciences</i>)	6

SOPHOMORE YEAR

Air Science 202 (<i>Elements of Aerial Warfare</i>)	4
Humanities 202 (<i>Life & Thought of Western Man I</i>)	6
Philosophy 202 (<i>The Philosophy of Nature</i>)	6
Theology 204 (<i>Sources of Theology</i>)	2
Biology 202 (<i>General Biology</i>)	8
French or Spanish 202 (<i>Second Year</i>) or Greek 201 (<i>Xenophon's Anabasis</i>) and 203 (<i>Homer's Iliad</i>)	6
Latin 202 (<i>Second Year Latin</i>)	6

JUNIOR YEAR

Humanities 302 (<i>Life & Thought of Western Man II</i>)	6
Philosophy 301 (<i>Metaphysics</i>)	3
Theology 302 (<i>Moral Theology</i>)	6
Latin 301 (<i>Plautus and Terence</i>)	3
Latin 303 (<i>Lucretius</i>)	3
Latin 310 (<i>Directed Reading in Latin</i>)	6
Electives	6

SENIOR YEAR

Humanities 402 (<i>Life & Thought of Western Man III</i>)	6
Philosophy 402 (<i>History of Philosophy</i>)	4
Theology 402 (<i>Christ & the Sacraments</i>)	6
Latin 401 (<i>Cicero's Essays</i>)	3
Latin 403 (<i>Seneca's Letters</i>)	3
Latin 410 (<i>Coordinating Seminar in Latin</i>)	6
Electives	6

Comprehensive Examination

Graduate Record Examinations

Concentration: MATHEMATICS

Please refer to page 62 for objectives, prerequisites, requirements of this concentration and for description of courses.

FRESHMAN YEAR

CREDITS

Orientation	2
Air Science 102 (<i>National Defense & the Air Force</i>)	4
English 102 (<i>Freshman Composition & Reading</i>)	4
French, Spanish or German 102 (<i>First Year</i>)	6
Philosophy 102 (<i>The Science of Logic</i>)	6
Mathematics 104 (<i>College Algebra & Trigonometry</i>)	6
Science 102 (<i>Introduction to the Physical Sciences</i>)	6

SOPHOMORE YEAR

Air Science 202 (<i>Elements of Aerial Warfare</i>)	4
Humanities 202 (<i>Life & Thought of Western Man I</i>)	6
Philosophy 202 (<i>The Philosophy of Nature</i>)	6
Theology 204 (<i>Sources of Theology</i>)	2
Biology 202 (<i>General Biology</i>)	8
French, Spanish or German 202 (<i>Second Year</i>)	6
Mathematics 202 (<i>Analytical Geometry and Calculus</i>)	6
<i>Students may substitute Physics 202 for the language</i>	

JUNIOR YEAR

Humanities 302 (<i>Life & Thought of Western Man II</i>)	6
Philosophy 301 (<i>Metaphysics</i>)	3
Theology 302 (<i>Moral Theology</i>)	6
Mathematics 301 (<i>Intermediate Calculus</i>)	3
Mathematics 303 (<i>Differential Equations</i>)	3
Mathematics electives advised by department	6
Electives	6

SENIOR YEAR

Humanities 402 (<i>Life & Thought of Western Man III</i>)	6
Philosophy 402 (<i>History of Philosophy</i>)	4
Theology 402 (<i>Christ & the Sacraments</i>)	6
Mathematics 402 (<i>Advanced Calculus</i>)*	6
Mathematics 410 (<i>Senior Seminar in Mathematics</i>)	6
Electives	6

*Seniors in 1956-57 will substitute other courses in Mathematics

Comprehensive Examination
Graduate Record Examinations

Concentration: PHILOSOPHY

Please refer to page 66 for objectives, prerequisites, requirements of this concentration and for description of courses.

FRESHMAN YEAR	CREDITS
Orientation	2
Air Science 102 (<i>National Defense & the Air Force</i>)	4
English 102 (<i>Freshman Composition & Reading</i>)	6
French, Spanish or German 102 (<i>First Year</i>)	6
Philosophy 102 (<i>The Science of Logic</i>)	6
Mathematics 102 (<i>Fundamental Concepts of Mathematics</i>)	6
Science 102 (<i>Introduction to the Physical Sciences</i>)	6

SOPHOMORE YEAR	
Air Science 202 (<i>Elements of Aerial Warfare</i>)	4
Humanities 202 (<i>Life & Thought of Western Man I</i>)	6
Philosophy 202 (<i>The Philosophy of Nature</i>)	6
Theology 204 (<i>Sources of Theology</i>)	2
Biology 202 (<i>General Biology</i>)	8
French, Spanish or German 202 (<i>Second Year</i>)	6
Electives	6

JUNIOR YEAR	
Humanities 302 (<i>Life & Thought of Western Man II</i>)	6
Philosophy 301 (<i>Metaphysics</i>)	3
Theology 302 (<i>Moral Theology</i>)	6
Philosophy 310 (<i>Directed Reading in Philosophy</i>)	6
Philosophy elective advised by department	3
Electives	9

SENIOR YEAR	
Humanities 402 (<i>Life & Thought of Western Man III</i>)	6
Philosophy 402 (<i>History of Philosophy</i>)	4
Theology 402 (<i>Christ & the Sacraments</i>)	6
Philosophy 410 (<i>Coordinating Seminar in Philosophy</i>)	6
Philosophy elective advised by department	3
Electives	9

Comprehensive Examination
Graduate Record Examinations

Concentration: POLITICAL SCIENCE

Please refer to page 69 for objectives, prerequisites, requirements of this concentration and for description of courses.

FRESHMAN YEAR

CREDITS

Orientation	2
Air Science 102 (<i>National Defense & the Air Force</i>)	4
English 102 (<i>Freshman Composition & Reading</i>)	6
French, Spanish or German 102 (<i>First Year</i>)	6
Philosophy 102 (<i>The Science of Logic</i>)	6
Mathematics 102 (<i>Fundamental Concepts of Mathematics</i>)	6
Science 102 (<i>Introduction to the Physical Sciences</i>)	6

SOPHOMORE YEAR

Air Science 202 (<i>Elements of Aerial Warfare</i>)	4
Humanities 202 (<i>Life & Thought of Western Man I</i>)	6
Philosophy 202 (<i>The Philosophy of Nature</i>)	6
Theology 204 (<i>Sources of Theology</i>)	2
Biology 202 (<i>General Biology</i>)	8
French, Spanish or German 202 (<i>Second Year</i>)	6
Political Science 202 (<i>Problems in American Democracy</i>)	6

JUNIOR YEAR

Humanities 302 (<i>Life & Thought of Western Man II</i>)	6
Philosophy 301 (<i>Metaphysics</i>)	3
Theology 302 (<i>Moral Theology</i>)	6
Political Science 310 (<i>Directed Reading in Political Science</i>)	6
Political Science electives advised by department	6
Electives	6

SENIOR YEAR

Humanities 402 (<i>Life & Thought of Western Man III</i>)	6
Philosophy 402 (<i>History of Philosophy</i>)	4
Theology 402 (<i>Christ & the Sacraments</i>)	6
Political Science 410 (<i>Coordinating Seminar in Political Science</i>)	6
Political Science electives advised by department	6
Electives	6

Comprehensive Examination

Graduate Record Examinations

Concentration: SOCIOLOGY

Please refer to page 70 for objectives, prerequisites, requirements of this concentration and for description of courses.

FRESHMAN YEAR	CREDITS
Orientation	2
Air Science 102 (<i>National Defense & the Air Force</i>)	4
English 102 (<i>Freshman Composition & Reading</i>)	6
French, Spanish or German 102 (<i>First Year</i>)	6
Philosophy 102 (<i>The Science of Logic</i>)	6
Mathematics 102 (<i>Fundamental Concepts of Mathematics</i>)	6
Science 102 (<i>Introduction to the Physical Sciences</i>)	6

SOPHOMORE YEAR	
Air Science 202 (<i>Elements of Aerial Warfare</i>)	4
Humanities 202 (<i>Life & Thought of Western Man I</i>)	6
Philosophy 202 (<i>The Philosophy of Nature</i>)	6
Theology 204 (<i>Sources of Theology</i>)	2
Biology 202 (<i>General Biology</i>)	8
French, Spanish or German 202 (<i>Second Year</i>)	6
Sociology 202 (<i>Principles of Sociology & Social Problems</i>)	6

JUNIOR YEAR	
Humanities 302 (<i>Life & Thought of Western Man II</i>)	6
Philosophy 301 (<i>Metaphysics</i>)	3
Theology 302 (<i>Moral Theology</i>)	6
Sociology 301 (<i>Sociological Theories</i>)	3
Sociology elective advised by department	3
Sociology 310 (<i>Directed Reading in Sociology</i>)	6
Electives	6

SENIOR YEAR	
Humanities 402 (<i>Life & Thought of Western Man III</i>)	6
Philosophy 402 (<i>History of Philosophy</i>)	4
Theology 402 (<i>Christ & the Sacraments</i>)	6
Sociology 405 (<i>Public Welfare</i>)	3
Sociology 407 (<i>Personal Psychology</i>)	3
Sociology 410 (<i>Coordinating Seminar in Sociology</i>)	6
Electives	6

Comprehensive Examination
Graduate Record Examinations

TWO-YEAR PROGRAM

FRESHMAN YEAR

	CREDITS
Air Science 102 (<i>National Defense & the Air Force</i>)	4
English 13.12 (<i>Written English</i>)	6
Philosophy 13.1 (<i>Practical Logic. Fall semester</i>)	3
Psychology 14.2 (<i>General Personal Psychology. Spring semester</i>)	3
Religion 13.12 (<i>Christian Doctrine</i>)	4
Other courses to be arranged by consultation with the Dean or Registrar	18
Total	38

SOPHOMORE YEAR

Air Science 202 (<i>Elements of Aerial Warfare</i>)	4
English 22.12 (<i>Literary Types and Forms</i>)	6
Religion 24.12 (<i>Christian Ethics</i>)	4
Other courses to be arranged by consultation with the Dean or Registrar	18
Total	32

See page 73 for description of courses specifically designed for this program and for other information about courses.

TENTATIVE PRE-ENGINEERING PROGRAM

FRESHMAN YEAR

	CREDITS
Air Science 102 (<i>National Defense and the Air Force</i>)	4
English 102 (<i>Freshman Composition and Reading</i>)	6
History 11.12 (<i>Survey of European History</i>)	6
French or German 102 (<i>First Year</i>)	6
Religion 13.12 (<i>Christian Doctrine</i>)	4
Mathematics 202 (<i>Analytic Geometry and Calculus</i>)	6
Chemistry 102 (<i>General Chemistry</i>)	8
Total	40

SOPHOMORE YEAR

Air Science 202 (<i>Elements of Aerial Warfare</i>)	4
French or German 202 (<i>Second Year</i>)	6
Philosophy 102 (<i>Science of Logic</i>)	6
Religion 24.12 (<i>Christian Ethics</i>)	4
Mathematics 301 (<i>Intermediate Calculus</i>)	3
Mathematics 303 (<i>Differential Equations</i>)	3
Engineering 102 (<i>Descriptive Geometry and Mechanical Drawing</i>)	6
Physics 202 (<i>General Physics</i>)	8
Total	40

Part Six

COURSES OF INSTRUCTION

Courses of study are listed under DEPARTMENTS, which offer a program of concentration, and DIVISIONS, which do not offer concentrations.

Courses are numbered as follows:

100 to 199: courses on the freshman level, but open also to sophomores, juniors, and seniors.

200 to 299: courses on the sophomore level, but open also to juniors and seniors.

300 to 399: courses on the junior level, but open also to seniors and occasionally to sophomores.

400 to 499: courses on the senior level, but occasionally open to juniors.

Even-numbered courses, such as *Chemistry 102*, are full courses which run through two semesters. These must be continued for the entire year. Credit is not ordinarily given for the first semester's work only.

Odd-numbered courses, such as *Chemistry 213*, are half courses which run for one semester. Credit is given when the course is completed.

For registration purposes an exact list of the courses to be offered, with section letters, hours of meeting, names of instructors, will be supplied to the students.

All courses numbered "310" are JUNIOR CONCENTRATION DEVELOPMENT COURSES. The function of these courses is to give scope and background — a broader foundation of knowledge and fact — in the field of concentration. All courses numbered "410" are SENIOR COORDINATING SEMINARS. The function of these seminars is to draw together the knowledge gained in the field of concentration and to relate this field to all the other disciplines of the program such as mathematics, philosophy, theology, the humanities etc. The coordinating seminar in a direct preparation not only for the departmental comprehensive examination, but the *Graduate Record Examinations* as well. Courses "310" and "410" are open only to concentrators.

DIVISION OF AIR SCIENCE AND TACTICS

Since the traditional purpose of ROTC has been to merge the militia concept with a firmer concept of citizen education for military responsibility, the required Basic Course of AFROTC serves two purposes. It serves as a base from which to select Advanced Course air cadets who will become junior officers of the Air Force and eventually its leaders. Secondly, it provides an opportunity to offer an air-age citizenship course to a large segment of the male undergraduate population of our colleges and universities. A college student graduating into today's air age must receive formal instruction on all aspects of air power to appreciate its importance as a means of preserving the security of the nation. It could well be argued that providing a course in air-age citizenship for those citizens graduating from college could be far more important to the cause of air-power and ultimate security of the nation than providing qualified young officers to enter the Air Force. Only through an enlightened and informed citizenry can air power be recognized with its true potential. Only through a national air policy, understood and demanded by the citizenry, can the full potential of air power be used.

Three quarters of the national budget is currently devoted to defense expenditures; consequently, it should be the unchallenged responsibility of every citizen to understand the reason for such expenditures, which, basically, is to maintain military force as an effective element of national power. In turn, it is the responsibility of the AFROTC program to provide an air-age citizenship course to college students so that they may be in a position, as citizens, to intelligently assess military force and the role of air power as defined within the national air policy of this country.

It is also an obligation of citizenship to seek to understand the basic military strategy and the composition of forces upon which the individual's and the nation's security ultimately rests. This basic strategy must not remain mystic or misunderstood. It is the responsibility of AFROTC to explain the basic strategy and the role the Air Force plays as a portion of the military force of this nation.

BASIC COURSE: Air Science 102 and 202, required of all students who qualify (see page 20). Uniforms and all equipment are furnished. Students are responsible for their proper care and for returning them in good condition. There is no monetary allowance for students in the Basic Course. Credits will not be counted towards the degree unless the two years of the Basic Course are satisfactorily completed.

ADVANCED COURSE: Air Science 302 and 402. Students enrolled in the Advanced Course receive an allowance of about twenty-seven dollars (\$27.00) a month. Veterans may receive this allowance in addition to that authorized under the various G. I. Bills. Students in the Advanced Course are required to attend one Summer Camp of approximately four to six weeks' duration between the two years of the course. Credits earned in the Advanced Course will not be counted towards the degree unless the course is satisfactorily completed.

AIR SCIENCE

102 NATIONAL DEFENSE AND THE AIR FORCE *Full course*

This course, open to freshmen who meet requirements listed above, presents details of the AFROTC program; moral and statutory obligations for military service; introduction to aviation; fundamentals of global geography; factors of world power; the nation's defense organization.

Two lectures and a two-hour drill each week. Four credits.

202 ELEMENTS OF AERIAL WARFARE *Full course*

This course, open to sophomores who meet the requirements, presents the purpose, process, and primary elements of aerial warfare: targets, weapons, delivery aircraft, the air ocean, bases, and people; purpose and provisions of the USAF Officer Career Program; survey of occupational fields open to USAF officers; opportunities for and obligations of a career in the USAF as an officer or airman; cadet noncommissioned officer training.

Two lectures and a two-hour drill each week. Four credits.

302 APPLIED AIR SCIENCE AND TECHNIQUES*Full course*

This course, open to juniors who have successfully completed the *Basic Course* and have been found qualified for the *Advanced Course*, presents command and staff concepts; leadership laboratory; problem-solving techniques; communications process; principles and techniques of learning and teaching; Air Force correspondence and publications; military law, courts, and boards; applied air science, including principles of flight, aircraft engines, aerial navigation, and weather; and functions of the Air Force base.

Three lectures and a two-hour drill each week. Six credits.

402 LEADERSHIP AND AIR POWER CONCEPTS*Full course*

This course, open to qualified seniors, begins with a review of Air Science 102, 202, 302, and a critique of Summer Camp. It studies leadership and management; military aspects of world political geography; foundations of national power; military aviation and the art of war; career guidance; and briefing for commissioned service.

Three lectures and a two-hour drill each week. Six credits.

DEPARTMENT OF BIOLOGY

The objectives of the basic course in biology, which all students must take are: (1) to show the student how biological science is an integral part of the knowledge needed for the full development of his mind; (2) to build upon the knowledge gained in freshman year in the course on the physical sciences, by showing how biological thought depends upon the facts and theories of physics and chemistry; (3) to integrate all the major branches of biological science and to demonstrate how some of the problems can be solved only by a many-sided investigation; (4) to remove from the mind of the student any prejudice or misinformation he may have concerning biological facts and theories; (5) to show how biological knowledge can perfect one's social, economic, political and philosophical thought; (6) to give a laboratory experience which will stress the experimental as well as the observational methods of biological investigation.

The program of concentration in biology is designed to meet the following objectives: (1) to make the student intellectually aware of the importance of the subject matter and fundamental problems of biology in relation to our life and times; (2) to train the student to think effectively and to judge with critical ability the current literature dealing with basic problems in biology; (3) to integrate biology with other fields of science and philosophy, as well as with certain problems in theology; (4) to enable the student to apply the biological knowledge he has gained to the practical problems of everyday living; (5) to develop technical skills and a proper regard for observational and experimental methods through laboratory experience; (6) to prepare the student for successful graduate work in pure biology as well as in the professions which have biological science as their foundation.

THE CONCENTRATION IN BIOLOGY MEETS ALL ENTRANCE REQUIREMENTS OF SCHOOLS OF MEDICINE AND DENTISTRY.

A reading list, consisting of carefully chosen books and periodicals, will be made available to the student at the beginning of his junior year. A note book record of readings completed must be kept and presented for inspection twice a year. It is estimated that at least ten references a year should be read — depending on the nature of the references.

The comprehensive examination in the Spring of the senior year will test on the basic material learned in chemistry, physics and biology. Questions will call for a reasoned understanding of the relationships in the subject matter of these courses.

Required of all students in the sophomore year: Biology 202.

Required of concentrators: 202, 302, 310, 402, 410. Concentrators are required to take also Chemistry 102, 302, and Physics 202.

202 GENERAL BIOLOGY

Full course

This course stresses the structural and functional nature of living matter, its formation and degradation, and its distribution in time and space. Plants and animals are treated as interdependent groups occupying all aspects of the biosphere. Critical evaluation of the nature of the latest findings that contribute to the understanding of a problem is emphasized. Readings in current (general) literature are assigned. Man is the constant focal point for the practical application of facts and principles studied, along with those phenomena that contribute to philosophical thought.

Two lectures and one three-hour laboratory each week. Eight credits.

Credit is not given for a single semester of this course.

Laboratory fee: \$12.00 each semester.

302 BIOLOGY OF VERTEBRATES

Full course

This course treats the varied forms of animals that possess the vertebrate plan of body structure — gross and microscopic structure being considered together. Functional concepts are immediately correlated with the structural differentiation. Critical evaluation of the morphological and paleontological evidence presented in the formulation of a theory of organic evolution is made.

In the laboratory a comparative study of the salient features of the major classes of Subphylum Vertebrata is carried on. The microscopy of the fundamental vertebrate tissues is studied along with a series of physiological experiments planned to illustrate fundamental functional principles.

This course, required of concentrators, may also be elected by other students. Biology 202 is a prerequisite.

Two lectures and one three-hour laboratory each week. Eight credits.

Credit is not given for a single semester of this course.

Laboratory fee: \$12.00 each semester.

310 BIOCHEMISTRY OF ORGANISMS

Full course

This course, which is taken by concentrators concurrently with Biology 302, is designed to present the biochemical investigations which lead to an understanding of the behavior of living matter in so far as it is in accord with known physiochemical processes. The structural chemistry of carbohydrates, lipids, proteins and their components are considered. With this as a background the many facets of enzymecontrolled intermediate metabolic reactions are considered in relation to the tissues and/or organisms in which they are studied. Since microorganisms are a major tool in the elucidation of biochemical processes, considerable time is given to their structure and function. Critical evaluation of the current literature and its influence on biochemical principles and theories is continually made.

The laboratory stresses the morphological and biochemical characteristics of a selected number of species of microorganisms. Eventually a study of the principal methods of biochemical investigation is planned. A knowledge of organic chemistry is a prerequisite to this course, which is open only to concentrators.

Two lectures and one three-hour laboratory each week. Eight credits.

Credit is not given for a single semester of this course.

Laboratory fee: \$12.00 each semester.

402 DEVELOPMENT AND INHERITANCE

Full course

This is the final formal course in the biology concentration. It reviews critically the principles of development and inheritance which were given in the course in general biology. The common phases of early development of animals, fertilization, cleavage tissue and organ differentiation, and the unity of the organism are discussed. The historical development of inheritance is treated at length to show the method of scientific discovery and the cooperation necessary for the development of a field of science.

The dependence of life on life, environmental change, mutation, taxonomic classification, change in biological species in time, experimental modification of

species, biochemical evolution are all factors which are discussed and related to problems in philosophy.

The laboratory deals with the morphological aspects of development of principal vertebrate types. The principles of inheritance and their dependence on a statistical interpretation, which are discussed in the lectures, are tested in the laboratory. The limits of error in scientific experiment are also critically reviewed in the laboratory.

Two lectures and one three-hour laboratory each week. Eight credits.

Prerequisites: Biology 202 and 302. The course may be elected by students who are not concentrators.

Credit is not given for a single semester of this course.

Laboratory fee: \$12.00 each semester.

410 COORDINATING SEMINAR IN BIOLOGY

Full course

The purpose of this seminar is to give the concentrator, within the limits of his educational experience, a chance to reevaluate the various aspects of biological investigation that are brought to bear on the fundamental problems of the science. It is hoped that this will be accomplished by the following seminar program:

(1) Each student is required to prepare a paper on one of the many fundamental problems which challenge the biological investigator and to present this paper for group discussion and criticism. Each student presents a paper at least five times.

(2) It is believed that student-participation in a discussion group fulfills the aims of the seminar most effectively. As often as possible two members of the biology faculty are present, in order to lend a more balanced viewpoint on controversial issues that invariably arise.

(3) A series of final integrated discussions are planned on topics that are of philosophical as well as of biological importance, e.g. the problem of species and evolution.

Finally it is hoped that the student will, through the seminar, be able to integrate his entire educational experience as viewed from his position as a concentrator in biology.

Open only to concentrators. Two hours each week. Four credits.

Credit is not given for a single semester of this seminar.

DEPARTMENT OF CHEMISTRY

The Department of Chemistry offers courses to meet the needs of two groups of students: (1) those whose primary interest is biology and who need courses in chemistry to supplement their study of biology; (2) those whose primary interest is chemistry.

The department aims to provide a sound training in the fundamental theories and techniques of chemistry for these two classes of students. The objectives, which apply in particular to the concentrators, are (1) to provide the student with a working knowledge of factual information, theories, and laws pertaining to the chemical and physical changes in nature; (2) to acquaint the student with the laboratory techniques of chemistry; (3) to integrate the chemistry courses in such a manner that the relationship of one course to another will become evident; (4) to develop in the students the ability to read intelligently and with greater interest articles on chemistry in magazines and in books dealing with science in a popular manner; (5) to acquaint the student with the application of chemistry to industry; (6) to provide sufficient material for the student, upon graduation, to obtain a position in industry or to continue the study of chemistry on a graduate level.

The concentration in chemistry should be chosen only by students who have good aptitude and facility in mathematics. Students who plan to go on to graduate studies should bear in mind that a good reading knowledge of French or German is usually required.

Required of concentrators: Chemistry 102, 202, 302, 310, 402, 410; Mathematics 202; Physics 202.

102 GENERAL CHEMISTRY*Full course*

This course is an introduction to the theories, principles, and laws pertaining to chemical changes. Laboratory experiments are selected to demonstrate the laws and facts discussed in the lectures.

Three lectures and one laboratory each week. Eight credits.

Credit is not given for a single semester of this course.

Laboratory fee: \$12.00 each semester.

202 INORGANIC ANALYTICAL CHEMISTRY*Full course*

This course introduces the student to the theoretical and practical aspects of fundamental analytical chemistry. The lecture material of qualitative and quantitative analysis has been coordinated so that the material of both courses is presented as a unit. Laboratory time is devoted to qualitative and quantitative methods of analysis.

Two lectures and two laboratories each week. Eight credits.

Laboratory fee: \$12.00 each semester.

204 INORGANIC ANALYTICAL CHEMISTRY*Full course*

This course, elective for Biology concentrators, is identical with Chemistry 202, except that the laboratory work in qualitative analysis is not required. Only quantitative laboratory analysis is required. The lectures, however, are followed the full year.

Two lectures each week. Two laboratories each week during the first semester.

Six credits.

Laboratory fee: \$12.00.

302 ORGANIC CHEMISTRY*Full course*

A study of aliphatic and aromatic compounds. This course is taken in the sophomore year by concentrators in biology and in the junior year by concentrators in chemistry.

Three lectures and one laboratory each week. Eight credits.

Credit is not given for a single semester of this course.

Laboratory fee: \$12.00 each semester.

310 PHYSICAL CHEMISTRY*Full course*

This course considers the physical principles and laws of chemistry. It includes a study of the physical states of matter, of the velocity of reactions, of thermochemical and electrochemical changes. Physical chemistry by its very nature requires on the part of the student a broadening of his knowledge in the field and is well adapted to perform the function of the development seminar in other fields. To supplement this function of the course, students are required to read and report on current scientific literature.

Three lectures and two laboratories each week. Ten credits

Prerequisites: Mathematics 202, Physics 202.

Credit is not given for a single semester of this course.

Laboratory fee: \$12.00 each semester.

402 ADVANCED ORGANIC CHEMISTRY*Full course*

A detailed study of type reactions and mechanisms of reactions. Laboratory experiments deal with type reactions, synthesis and qualitative organic analysis.

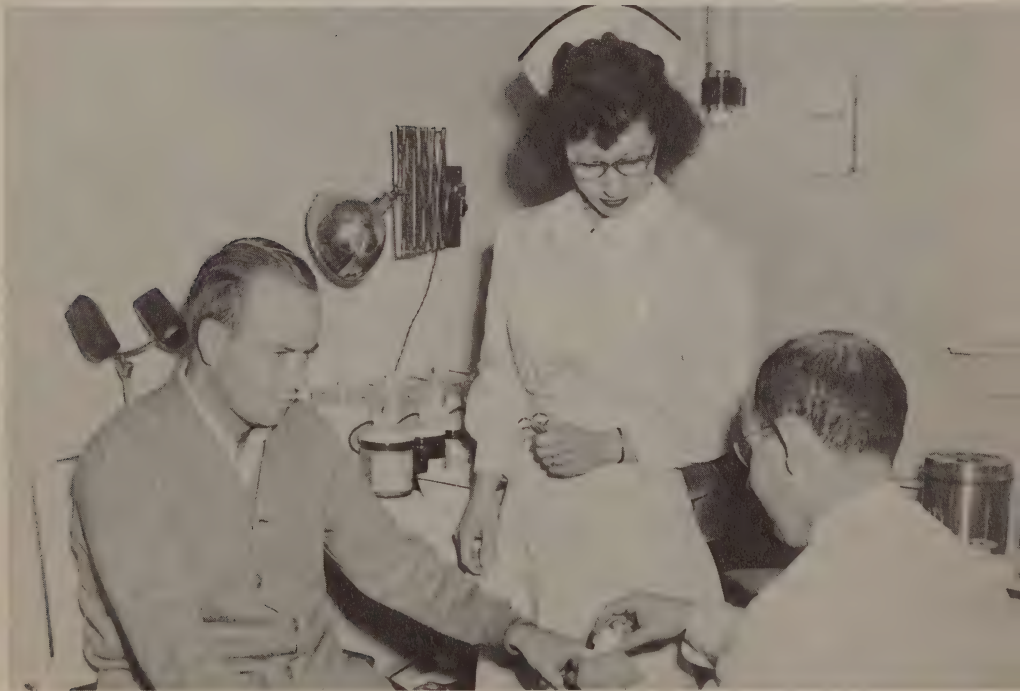
Two lectures and one laboratory each week. Eight credits.

Credit for the first term given at the discretion of the department.

Laboratory fee: \$12.00 each semester.



Putting the paper to bed



In the infirmary



The 400 acre campus, cut by Route 15 between Burlington and Essex Junction, overlooks the Winooski River and the Burlington Airport. In the left foreground stands Old Hall. Behind it is College Hall, which houses administrative offices, the gym, the chapel, and classrooms. Between them and to the right is the new Science Hall. To the extreme right center is Ryan Hall, the first of four permanent dormitories to be built. Behind Ryan Hall is the athletic field. The pillared building in the center is Austin Hall (St. Michael's Playhouse). To the left are the Infirmary and the dining hall. Behind them are the temporary dormitories. The Library and a classroom building are behind College Hall.



Up with the Purple Knights

410 ADVANCED PRINCIPLES OF CHEMISTRY

Full course

In this course the student's knowledge of chemistry and its relationship to other fields of knowledge is deepened by means of lectures and seminars or discussions. The lectures deal with the fundamental theories, the general principles and the modern concepts of chemistry. Theories and factual information introduced in earlier courses are developed more fully and new subject matter is introduced. Special attention is given to the periodic table, atomic structure, the chemical bond, and modern analysis of chemical change. The seminar sessions are devoted primarily to student discussion of such topics as the significance of chemical constructs, their inherent limitations in describing physical realities, the philosophical implications of some modern theories, etc.

Four Class hours each week. Eight credits.

Credit is not given for a single semester of this course.

DEPARTMENT OF CLASSICS

The Department of Classics offers courses in Latin and Greek for students who wish to develop a capacity to read the literature written in those languages. A knowledge of Latin is indispensable for those who wish to study for the priesthood and is valuable for students of the romance languages, medieval history, English literature, and law. A knowledge of Greek is valuable for students of philosophy and literature, and is recommended to candidates for the seminary.

A program of concentration is offered in Latin. The objectives of this program are as follows: (1) to develop the student's ability to read with reasonable accuracy and at sight representative works of Latin authors; (2) to train the student to do some Latin composition, so important to obtain an intimate knowledge of the language and so essential to the understanding of the differences in style between English and Latin; (3) to develop in the student a critical sense so that he may apply his knowledge of political and cultural history to the understanding of the Latin authors.

Prerequisite to the program of concentration: Latin 102, 202. It is desirable that the student have completed also Greek 102. These prerequisites may be met by examination, if the student has studied Latin and Greek in high school.

Required of concentrators: Latin 301, 303, 310, 401, 403, 410.

Recommended electives: Greek 201, 203 etc.

GREEK

102 FIRST YEAR GREEK

Full course

An intensive study of the fundamentals of Greek grammar and composition.

Three class hours each week. Six credits.

Credit is not given for a single semester of this course.

201 XENOPHON'S ANABASIS

Fall semester

Translation and analysis of Book I. Continued exercises in composition.

Three class hours each week. Three credits.

203 HOMER'S ILLIAD

Spring semester

Selected passages for translation. Continued practice in Greek composition.

Three class hours each week. Three credits.

301 PLATO

Fall semester

Translation and analysis of either the *Apology* or *Crito*. Practice in composition. This course is ordinarily offered in alternate years.

Three class hours each week. Three credits.

303 EURIPIDES

Spring semester

Translation and analysis of either *Medea* or *Alcestis*. Practice in composition. This course is ordinarily offered in alternate years.

Three class hours each week. Three credits.

401 DEMOSTHENES

Fall semester

Translation and analysis of the *First Philippic*. Practice in composition. This course is ordinarily offered in alternate years.

Three class hours each week. Three credits.

403 NEW TESTAMENT GREEK

Spring semester

Study of selected passages from the Gospel of St. Mark. Practice in composition. This course is ordinarily offered in alternate years.

Three class hours each week. Three credits.

LATIN

102 FIRST YEAR LATIN

Full course

A systematic study of Latin syntax and style, with graduated sight reading and emphasis upon the differences between Latin and English ways of expression. The course develops at a rapid pace and is designed primarily for students who have not taken Latin in high school. However, it also serves as review for students who have taken Latin previously but fail to qualify by test for Latin 202.

Three class hours each week. Six credits.

Credit is not given for a single semester of this course.

202 SECOND YEAR LATIN

Full course

A continuation of Latin 102 with more advanced exercises. Selected readings from Christian authors to the end of the Middle Ages have for their purpose to familiarize the student with Latin written in a style and idiom less difficult than are found in classical authors.

Three class hours each week. Six credits.

Credit is not given for a single semester of this course.

301 PLAUTUS AND TERENCE

Fall semester

Translation and analysis of selections from the plays and a study of the Roman theatre. This course alternates with Latin 401.

Three class hours each week. Three credits.

303 LUCRETIVS

Spring semester

Translation and analysis of selections from *De Rerum Natura* and a study of Roman philosophical ideas. This course alternates with Latin 403.

Three class hours each week. Three credits.

310 DIRECTED READING IN LATIN

Full course

Students are assigned readings on the political and religious practices of the Romans in Latin authors and in books and articles on the subject. Student reports, written and oral, are discussed in the weekly meetings. This course is open only to concentrators.

Two meetings each week. Six credits.

Credit is not given for a single semester of this course.

401 CICERO'S ESSAYS

Fall semester

The importance and influence of Cicero's philosophical writings are discussed in connection with the translation and analysis of *De Senectute*, *De Amicitia*, *Disputationes Tusculanae*. This course alternates with Latin 301.

Three class hours each week. Three credits.

403 SENECA'S LETTERS

Spring semester

A study of Roman Stoicism based upon the letters of Seneca to Lucilius. This course alternates with Latin 303.

Three class hours each week. Three credits.

410 COORDINATING SEMINAR IN LATIN

Full course

Readings begun in the junior year are continued, with particular emphasis on interpretation and comparative studies in preparation for the comprehensive examination. This course is open only to concentrators.

Two meetings each week. Six credits.

Credit is not given for a single semester of this course.

DEPARTMENT OF ECONOMICS AND BUSINESS
ADMINISTRATION

It is not mere coincidence that the concentrations in Economics and Business Administration are directed by the same department. The social science of economics deals with the nature of economic law and institutions and the spirit behind these theories and institutions. The art of business administration is, in fact, applied economics. It is man applying the teachings of economics within a particular frame, the modern industrial enterprise. As a result of this close relationship it is felt that the maximum of teaching efficiency can be maintained by placing both concentrations under the guidance of a single department.

THE CONCENTRATION IN ECONOMICS

Much of modern man's time is spent in an effort to satisfy his wants by utilizing the scarce material means provided by nature. To aid in the development of efficiency in the production, and justice in the distribution of goods and services, the concentration in economics has been created. Today, as never before, in business and government there is a need for trained economists with an ethical viewpoint.

Rejecting the notion that economic activity is independent of such regulative sciences as ethics and moral theology, our approach to the problem of economics is threefold. First, recognizing that the essential feature of any economic age is not merely the institutions and the instruments employed, but the spirit in which they are used, we spend considerable time studying the economic spirit of today, comparing and contrasting it to the spirit of pre-capitalistic times. Second, we examine the institutions, instruments, tools, and technological developments employed by man to gain his material wealth. Third, we examine modern economic theories, attitudes, and organizations in the light of Catholic thought.

Required courses: Economics 201, 203, 301, 303, 310, 401, 403, 410.

THE CONCENTRATION IN BUSINESS ADMINISTRATION

The main purpose of the concentration in business administration is to develop men who will eventually be capable of assuming executive responsibility in business. Thus the emphasis is on the long-run objectives of administration and leadership rather than on highly specialized skills. Such techniques as are taught are presented to give the student a better understanding of the situations which may confront him after graduation. A second benefit is that such tools will help him to rise faster in the business

world and hence to apply his Christian teachings on a higher executive level, where they will have a more far-reaching effect. One should remember that it is efficiency guided by ethics, technology and society, that must be considered.

Required courses: Business Administration 201, 203, 204, 302, 308, 402, 410.

ECONOMICS

201 PRINCIPLES OF ECONOMICS

Fall semester

This course deals with the nature of current economic law and institutions. The theory of value, money, production, and distribution are discussed. Emphasis is placed upon the economic spirit behind these theories and institutions, thus stressing the fact that these laws are laws only when considered in relation to a particular social attitude toward wealth.

Three class hours each week. Three credits.

203 INTRODUCTION TO STATISTICAL ANALYSIS

Spring semester

This course deals with the fundamental principles and methods of statistical analysis. Among the subjects covered by lectures and problems are: tabulation; graphics; frequency distributions; averages; dispersion; simple probability; normal curve of error; elementary principles of sampling, estimation, and inference; elementary concepts of index-number construction; arithmetic and logarithmic straight-line trends; etc. Emphasis is on interpretation rather than on the use of mathematical formulae.

Three class hours each week. Three credits.

301 HISTORY OF ECONOMIC THOUGHT

Fall semester

This course traces the dominant economic spirit of the western world from Aristotle to the present through a study of the leading schools of economic thought and the philosophical assumptions of various economists. Pre-capitalism and capitalism are compared and contrasted.

Three class hours each week. Three credits.

303 ECONOMIC HISTORY OF THE UNITED STATES

Spring semester

This course analyzes such problems of American economic history as land policy, changes in the working conditions and organization of labor, expansion of national income, the development of transportation and manufacturing, and changing concepts of public policy. A survey in the fields of money, banking, the tariff, public expenditures, the debt, and taxation are included. Thus the contribution of each of the factors of production to American economic development are described, in order to present an actual example of the growth of a nation shaped by the spirit of capitalism and to help the student to understand more fully the current problems in the fields mentioned.

Three class hours each week. Three credits.

310 DIRECTED READING IN ECONOMICS

Full course

Under the direction of the instructor students meet to report on and discuss books and articles dealing with various phases of economics which have been assigned to them. Open only to concentrators.

Two meetings each week. Six credits.

Credit is not given for a single semester of this course.

401 MONEY AND BANKING

Fall semester

Since the monetary and credit system is a distinctive feature of capitalism, a full term is spent discussing the theories and institutions involved. Emphasis is on general theory and its application on a national and international scale. Little time is spent on the mechanics of individual bank management. Here again the social rather than the individual viewpoint is taken.

Three class hours each week. Three credits.

403 PUBLIC FINANCE AND TAXATION

Spring semester

This course covers such topics as: systems of budgeting, expenditure, borrowing, and taxation of the national, state, and local governments in the United States. A critical examination is made of the use of national income estimates in the formulation of fiscal policy and economy planning.

Three class hours each week. Three credits.

407 LABOR LAW

Spring semester

History of labor legislation. Consideration of the legality of concerted action by employers and employees. Study of important labor cases and court action. Recent labor legislation.

Three class hours each week. Three credits.

410 COORDINATING SEMINAR IN ECONOMICS

Full course

This seminar discusses current economic problems. Individual studies are prepared by the students and use is made of round-table discussions. The seminar is reserved for concentrators.

Two meetings each week. Six credits.

Credit is not given for a single semester of this course.

BUSINESS ADMINISTRATION

201 PRINCIPLES OF ECONOMICS

Fall semester

This course is the same as Economics 201 above.

203 INTRODUCTION TO STATISTICAL ANALYSIS *Spring semester*

This course is the same as Economics 203 above.

204 PRODUCTION AND DISTRIBUTION

Full course

This course begins with an introduction to the entire field of business. This is followed by a study of three topics: the production of economic goods, human relationships involved in this production process, and the methods used to distribute these products of industry.

Three class hours each week. Six credits.

Credit is not given for a single semester of this course.

302 PRINCIPLES OF ACCOUNTING

Full course

The fundamental principles of accounting are explained. The analysis of business transactions, the recording of same in the books of account, adjusting and closing entries, and the preparation of working papers, balance sheets, profit and loss statements and supporting schedules are considered. Routine and detail work

is kept at a minimum, with stress being placed upon the student's ability to analyze and interpret a statement of financial facts and to draw correct inference therefrom.

Three class hours each week. Six credits.

Credit is not given for a single semester of this course.

305 PERSONNEL ADMINISTRATION

Fall semester

A study of the principles, policies, and problems of modern manpower management. Recruitment, job training, job evaluation, problems arising from union-management relationships, and many other problems are examined.

Three class hours each week. Three credits.

307 SALES MANAGEMENT

Spring semester

An examination of the recruitment, training, compensation, motivation, and supervision of a sales force. Problems of territories, costs and budgets, sales planning, and price policies are also covered.

Three class hours each week. Three credits.

308 FINANCIAL POLICIES OF CORPORATIONS

Full course

An intensive study of the fundamentals of corporation finance and investment analysis. During the final six weeks of the course the sections will be divided into small discussion groups for the purpose of making actual financial analyses of well-known American corporations.

Three class hours each week. Six credits.

Credit is not given for a single semester of this course.

401 COST ACCOUNTING

Fall semester

Principles of cost accounting including a thorough examination of job order, process, and standard cost systems.

Three class hours each week. Three credits.

402 BUSINESS LAW

Full course

This course presents the fundamentals of the law of contracts, sales, negotiable instruments, partnerships and corporations. The object is not to turn the student into a trained lawyer, but rather to stress his legal rights and duties in the business world.

Three class hours each week. Six credits.

Credit is not given for a single semester of this course.

403 FEDERAL AND STATE TAXATION

Spring semester

Accounting for tax purposes, stressing the preparation of income tax returns for individuals, corporations, estates, and trusts.

Three class hours each week. Three credits.

404 ADVANCED ACCOUNTING

Full course

An advanced course in accounting theory and practice; complex problems of accounting for partnerships and corporations; problems connected with the valuation of all asset, liability, and net worth accounts, the analysis of statements, and other topics of an advanced nature.

Three class hours each week. Six credits.

Credit is not given for a single semester of this course.

407 LABOR LAW

*Spring semester**This course is the same as Economics 407 above.*

410 SEMINAR IN INDUSTRIAL PROBLEMS

Full course

Weekly meetings devoted to the analysis and discussion of various problems facing the business enterprise. This course will call upon all of the student's knowledge both of business and non-business subjects as it attempts to place him in typical situations faced almost daily by the experienced executive. This seminar will also involve a considerable amount of reading in current periodicals in order to make the student aware of the importance of outside influences such as government fiscal policy, the plight of the farmer, consumer spending habits, central bank policies, etc. upon business. Reserved for concentrators.

*Two meetings each week. Six credits.**Credit is not given for a single semester of this course.*

DEPARTMENT OF EDUCATION

The prospective concentrator in education may be attracted to the teaching profession by such opportunities and advantages as economic security and tenure, social prestige, considerable leisure time, cultural opportunities, intellectual associations, the indulgence of life-long interests in ideas and books, pleasant working conditions and an adequate income; but we would prefer that his basic motivation stem from the realization of the nobleness and importance of the teacher's vocation wherein he may serve God and country by dedicating his life to the development and training of the minds and spirits of youth.

The teacher has a vital and lasting influence upon the lives of his pupils. He assists them to acquire the tools of knowledge and instills in them an abiding desire to use those tools; he stimulates them to think for themselves; he inculcates in them, by precept and example, high ideals and points the way to the realization of those ideals; he teaches them to discipline themselves.

There is at present a heavy demand for well-trained secondary school teachers in all fields and conservative estimates indicate that this demand will be even greater during the next decade and thereafter. Thus both the immediate and long-range opportunities for employment are excellent.

For those interested in administrative and specialized careers in education it may be pointed out that teaching experience is a pre-requisite for those positions. A great number and variety of responsible and rewarding positions are open to men teachers whose interests and talents lie in those fields.

To achieve success in the evocation of teaching the prospective concentrator in education should possess the following characteristics: exemplary character, above-average scholarship, proficiency in oral and written expression, interest in young people, pleasing and well-rounded personality, good health, desire to teach.

Further requirements that will be met in the course of the concentrator's total undergraduate program at Saint Michael's College include: (1) broad, liberal, integrated education; (2) knowledge of subject matter in the areas he will teach; (3) professional knowledge and skill which will be developed in the education concentration program.

In designing the concentration in education consideration was given to the requirements for certification established by State Boards of Education. In general, these requirements specify: (1) the Bachelor's degree; (2) 18 semester hour credits in education course work; (3) 18 semester hour credits in a major subject matter field; (4) 9 semester hour credits in a minor subject matter field.

Required of concentrators: Education 201, 205, 301, 303, 410 and at least twelve semester hours in a subject matter field. The courses chosen must be other than those already required in the program of studies.

201 INTRODUCTION TO EDUCATION*Fall semester*

A preview of the field of American education. Objectives, programs, personnel, organization and support of American schools. Forces affecting the growth and development of the schools. Career possibilities in the educational profession.

Three class hours each week. Three credits.

205 HISTORY OF EDUCATION*Spring semester*

This course provides an historical perspective concerning the origins of present educational theories and practices as found in selected writings and institutions of western civilization. Special emphasis is given to the germinal ideas which have influenced the development of modern educational policy.

Three class hours each week. Three credits.

301 EDUCATIONAL PSYCHOLOGY*Fall semester*

A systematic study of the basic principles of learning, motivation and social behavior as they affect the intellectual and personality development of pupils. The application of the basic principles of learning. A summary account of growth and development through adolescence. The kinds, extent and range of individual differences, together with ways to accommodate these.

Three class hours each week. Three credits.

303 PRINCIPLES OF TEACHING*Spring semester*

A systematic study of the basic principles of teaching and their application. Major teaching techniques with particular emphasis upon the Pupil Activity type. Principles of good classroom management and their application. The significance of pupil background and the more typical problems of classroom teaching. Unit and lesson planning. The evaluation of pupil achievement and teaching performance.

Three class hours each week. Three credits.

305 THE SECONDARY SCHOOL CURRICULUM*Fall semester*

An historical approach to the study of the guiding principles of curriculum organization in the secondary schools. Influence of philosophy, psychology and sociology upon the curriculum. Examination and appraisal of curriculum practices. Selected curricular content and materials in the major fields. Recent changes and developments in the curriculum.

Three class hours each week. Three credits.

307 ADOLESCENT PSYCHOLOGY*Spring semester*

A study of the physical, intellectual, moral, social and emotional development of adolescents. Characteristic adolescent attitudes and interests. Adolescent needs and the ways in which these may be met. Problems of adjustment. Case studies.

Three class hours each week. Three credits.

401 INTRODUCTION TO TESTS AND MEASUREMENTS*Fall semester*

General consideration of the characteristics of tests; teacher-made tests; elements of statistics.

Three class hours each week. Three credits.

403 PRINCIPLES OF GUIDANCE*Spring semester*

This is a basic course which includes an introduction to guidance especially in its use by the classroom teacher.

Three class hours each week. Three credits.

407 THE PHILOSOPHY OF EDUCATION

Spring semester

A study of the basic principles of education: the nature and ends of education; the nature and role of the intellectual and moral virtues; the fundamentals of teaching and learning; the function of education in society. This study is both historical and doctrinal.

Three class hours each week. Three credits.

410 STUDENT-TEACHING

Full course

The Student-Teaching experience is the culmination of the Education Sequence wherein the student-teacher integrates and applies what he has learned and gains some insight into the work of the professional teacher. Student-teachers are apprenticed to capable, experienced and sympathetic supervising teachers in public secondary schools for a six week period or its equivalent. The Student-Teaching experience consists of four phases: Orientation, Observation, Participation and Teaching. This allows for a gradual, progressive assumption of the responsibilities of classroom teaching.

Ordinarily six credits are given for 180 hours of observation and practice teaching by arrangement during either the first or the second semester.

DEPARTMENT OF ENGLISH

In the new Saint Michael's Plan all students are required to take one course in English in their first year in college. The course seeks to integrate literary theory and practice through the reading and analysis of selected masterpieces of English and American literature representative of all literary types except the epic. The required courses in humanities in the second, third, and fourth years, provide not only the equivalent of the traditional historical survey of the literature of the English speaking world, but also the study in translation of selected masterpieces of the ancient and modern literature of continental Europe.

Students in all of the above courses are expected to maintain a reasonably high level of written expression in tests, examinations, short themes, and term papers. Notable deficiencies in the fundamental decencies of writing should be regarded as a serious impediment to concentrators in English. In fact, students with a grade below B should be discouraged from proposing English as the field of concentration.

Who should concentrate in English?

- (1) Prospective scholars i.e. young men who wish ultimately to specialize in English and American literature in preparation for college teaching and/or research.
- (2) Prospective teachers of English in junior and senior high schools. These students should also elect courses in education in their junior and senior years, including practice teaching.
- (3) Students interested in careers in journalism, radio, television, public relations etc. These students are advised to elect courses in journalism and public speaking.
- (4) Students preparing for the law and for business. Intensive training in literature and writing are generally regarded as sound preparation for the study of law and for executive positions in the business world. These students are encouraged to take elective courses in political science, economics, and business, but *ad hoc* training in business can be taken in on-the-job training programs.
- (5) Students interested in literary training for its own sake or as the basis of a broadly humanistic culture.

Required of all students in the freshman year: English 102.

Required of concentrators: English 202, 302, 310, 401, 403, 410. Concentrators are also required to pass satisfactorily the comprehensive written examination prepared by the department and the *Graduate Record Examination in Literature*, which are taken in the senior year.

102 FRESHMAN COMPOSITION AND READING

Full course

This is a course which emphasizes the relationship between writing and reading. Frequent practice in the organization and development of short expository and descriptive themes is related both to the minimum essentials of rhetoric and to the intensive and extensive reading of a variety of literary types and forms. Concepts necessary for the courses in the humanities program are developed through wide reading and the writing of several short critical papers and one long "documented" essay. Remedial work in grammar and the mechanics of expression is put on a functional and individual basis.

Three class hours each week. Six credits.

Credit is not given for a single semester of this course.

202 AN INTRODUCTION TO ENGLISH LITERATURE *Full course*

This course consists of a survey of English literary history, with the readings carefully correlated with the readings in the humanities program and serving as a foundation for the more extensive readings in English 310. Continued practice in critical writing and the writing of one long "documented" essay.

Three class hours each week. Six credits.

Credit is not given for a single semester of this course.

301 CHAUCER AND HIS AGE

Fall semester

The class periods are devoted to careful reading and study, in the original, of the principal *Canterbury Tales*. Collateral readings in medieval literature in translation are assigned.

Three class hours each week. Three credits. Not offered in 1956-57.

302 SHAKESPEARE

Full course

Reading and study of eighteen of Shakespeare's plays, not included in other courses. Collateral reading in selected plays of Shakespeare's contemporaries and in the lyric poetry and translations of the age.

Three class hours each week. Six credits.

310 DIRECTED READING IN ENGLISH LITERATURE *Full course*

This is a "seminar" type course based on the Reading List composed chiefly of significant British writers of the eighteenth and nineteenth centuries. Emphasis is placed on whole books and on a fuller reading of the authors already introduced in English 202. The course is reserved for concentrators.

Two meetings each week. Six credits.

Credit is not given for a single semester of this course.

312 INTRODUCTION TO JOURNALISM

Full course

A study of the fundamentals of news writing, including the editorial, feature story, and news story. The course is developed as a workshop, with practical exercises centering around the college newspaper. This course may be elected by students in any program.

Two class hours each week. Four credits.

Credit is given at the end of each semester.

401 MILTON AND HIS AGE

Fall semester

An intensive study of Milton's major poems and selected prose. Collateral reading in the prose and poetry of the seventeenth century.

Three class hours each week. Three credits.

403 GREAT AMERICAN BOOKS

Spring semester

An intensive study of a dozen or fifteen "classics" in American literature, together with the collateral reading of a standard text in literary history.

Three class hours each week. Three credits.

410 SENIOR SEMINAR IN ENGLISH

Full course

This seminar is designed to coordinate, through the study of critical theory and of language, the reading in all English courses and in the Literature division of the humanities program. Readings for illustration and for critical practice in contemporary fiction, poetry, and drama.

Two meetings each week. Six credits.

Credit is not given for a single semester of this course.

DEPARTMENT OF HISTORY

History is one of the most important integrating disciplines in the college of liberal arts. As a record of man's past actions, thought, and institutions, it necessarily touches upon other branches of knowledge, such as economics, politics, religion, sociology, architecture, literature etc., and gives perspective to their content. It is therefore an indispensable requirement for all students. The three-year sequence in humanities, following the freshman year, provides for these needs of all students and at the same time supplies a broad framework for the student who wishes to concentrate in history.

The objectives of the program of concentration are as follows: (1) to give the student a general knowledge of the past, of the events which shaped the life of mankind, of the men who influenced the course of civilization, of the institutions which human society has evolved; (2) to give him a more specific knowledge of one area of history, such as Ancient, Medieval, Modern European, or American, since complete mastery of the entire field of history is an unattainable goal; (3) to promote his better understanding of the present and of his position as the heir to a continuous Christian culture, through an appreciation of the forces that produced western civilization; (4) to strengthen his critical faculty through the employment of the techniques of historiography, the use of analysis and synthesis, and the constant effort to determine the truth of the past; (5) to foster literate self-expression through discussion and the preparation of historical papers.

Required for concentrators: 202, 310, 410, and two other full courses, which should be chosen under the direction of the departmental adviser.

202 GROWTH OF THE AMERICAN NATION

Full course

This course is designed to acquaint the student with the most important facts and trends of American history. It emphasizes the never ceasing connection of America with the European community, economically, culturally, and politically. This course is used also to introduce the student to historiography and to develop his critical faculty in written assignments and class discussions.

Three class hours a week. Six credits.

301 HISTORY OF GREECE

Fall semester

Study of the political and social history of Greece, with some consideration of the Oriental civilizations by which the Greeks were influenced. Readings and discussions of selected primary sources in translation. Alternates with History 305.

Three class hours each week. Three credits.

303 HISTORY OF ROME

Spring semester

Study of the political and social history of Rome to the fourth century of the Christian Era. Readings and discussions of selected primary sources in translation. Alternates with History 307.

Three class hours each week. Three credits.

305 THE EARLY MIDDLE AGES (476-1060) *Fall semester*

Study of the political and social history of Europe from the "fall of the Roman Empire" to the eleventh century, with emphasis on the elements contributing to the formation of its distinct cultural unity. Alternates with History 301.

Three class hours each week. Three credits.

307 MEDIEVAL CIVILIZATION (1060-1300) *Spring semester*

Study of the political, economic, social and cultural life of the "High Middle Ages". Students may not register for this course unless they have already taken History 305. Alternates with History 303.

Three class hours each week. Three credits.

308 DIPLOMATIC HISTORY OF THE UNITED STATES *Full course*

This course, requiring considerable reading of and reporting on original sources, surveys the foreign relations of the United States from the Revolution to the present. Alternates with History 408.

Three class hours each week. Six credits.

Credit is not given for a single semester of this course.

310 DIRECTED READING IN HISTORY *Full course*

This course, for concentrators only, centers around a selected number of problems in a general field of history — classical, medieval, modern European, or American. The choice depends largely upon the interests of the concentrators. In addition to discussion of these problems, a closer acquaintance with historiography is cultivated through written assignments.

Two meetings each week. Six credits.

Credit is not given for a single semester of this course.

402 THE EMERGENCE OF MODERN EUROPE *Full course*

A thorough study of the breakdown of medieval civilization, the Renaissance, the Reformation, and the creation of modern Europe. The course covers the period between 1300 and 1763. Alternates with History 404.

Three classes each week. Six credits.

Credit is not given for a single semester of this course.

404 EUROPE FROM 1763 TO 1914 *Full course*

This course studies the causes and events of the French Revolution, the Napoleonic era and the course of Europe through the nineteenth century. Alternates with History 402.

Three classes each week. Six credits.

Credit is not given for a single semester of this course.

405 THE WORLD SINCE 1914 *Fall semester*

A survey of the most important international developments since the first world war. Offered when there is sufficient demand.

Three class hours each week. Three credits.

407 MODERN RUSSIA *Spring semester*

A brief survey of Russian history before the Revolution of 1917 and a more detailed study of the Communist movement since 1917. Offered when there is sufficient demand.

Three class hours each week. Three credits.

408 AMERICAN CONSTITUTIONAL HISTORY

Full course

Constitutional developments from the colonial period to the present. Interpretation and application of the fundamental principles of the Constitution. Alternates with History 308.

Three class hours each week. Six credits.

Credit is not given for a single semester of this course.

410 COORDINATING SEMINAR IN HISTORY

Full course

This seminar is designed to coordinate the student's knowledge of history through planned discussions based in part on his periodic reports of progress in the composition of two essays concerned with the investigation of his topic. These discussions will entail comparison of method, criticism, and interpretation. Reserved for concentrators in history.

Meetings as required. Six credits.

Credit is not given for a single semester of this course.

DIVISION OF HUMANITIES

The general aim of the three courses in Humanities, required of all students, is to integrate the political, literary, and cultural history of the West through the study of periods of history as wholes, relating literature and art, as reflective of the society, to the political, social, economic, intellectual, and religious atmosphere out of which they grew. The objectives are: (1) to develop the critical powers of the student by leading him to make sound generalizations from the historical, literary and cultural information presented and by assisting him in perceiving its truth, rightness, and value, and its relationship to other fields of knowledge; (2) to cultivate within the student the capacity for aesthetic pleasure, by introducing him to some of the noble creations in literature, music, and the visual arts; (3) to cultivate worthwhile reading habits by communicating an acquaintance with the best heritage of the past; (4) to indicate in an orderly fashion the source and nature of the ideas upon which our civilization is founded.

Members of the history department give the lectures in the history of the period under consideration. These are followed by lectures and especially discussions of readings in literary masterpieces of the same period, handled for the most part by members of the departments of classics and English literature. Lectures in the art and architecture of the period are given by members of the staff or by visiting lecturers. The course is unified through a syllabus, frequent meetings of the instructors who handle each part, attendance at each other's classes, and by general coordinating lectures at the beginning and end of each unit of study.

202 LIFE AND THOUGHT OF WESTERN MAN I

Full course

This course, required of all sophomores, covers briefly the history of ancient and medieval Europe. The major portion of the time is devoted to class discussions of selected books of the BIBLE, of the ILIAD, of the THEBAN PLAYS of SOPHOCLES, of the DIALOGUES of PLATO, of PLUTARCH'S LIVES, of several books of the AENEID, of the CONFESSIONS OF ST. AUGUSTINE, of BEOWULF, of St. Thomas' tract ON THE LAW, of Dante's INFERNO, of Chaucer's CANTERBURY TALES, and of EVERYMAN. Lectures on ancient and medieval art accompany the development of the course.

Three or four class hours each week as needed. Six credits.

Credit is not given for a single semester of this course.

302 LIFE AND THOUGHT OF WESTERN MAN II

Full course

This course, required of all juniors, surveys the history of the west from the Renaissance to the nineteenth century. Literary works discussed in class include THE PRINCE, DR. FAUSTUS, KING LEAR, OTHELLO, Montaigne's ESSAYS, PARA-

DISE LOST (Books I and II), AREOPAGITICA, Locke's TREATISE ON HUMAN UNDERSTANDING, Pope's essays ON MAN and ON CRITICISM and THE RAPE OF THE LOCK, selections from the Romantic poets, FAUST, and THE FEDERALIST PAPERS. Lectures on art follow the development of the course.

Three or four class hours each week as needed. Six credits.

Credit is not given for a single semester of this course.

402 LIFE AND THOUGHT OF WESTERN MAN III

Full course

This course, required of all seniors, surveys the history and the art of the nineteenth and twentieth centuries. Literary works discussed in class include Emerson's ESSAYS, WALDEN, MOBY DICK, BLEAK HOUSE, THE COMMUNIST MANIFESTO, De Maupassant's SHORT STORIES, HUCKLEBERRY FINN, THE RETURN OF THE NATIVE, Turgenev's FATHERS AND SONS, LABOR ENCYCLICALS OF THE POPES, BABBITT, PORTRAIT OF THE ARTIST AS A YOUNG MAN, DEATH OF A SALESMAN. Lectures on art follow the development of the course.

Three or four class hours each week as needed. Six credits.

Credit is not given for a single semester of this course.

DEPARTMENT OF MATHEMATICS

In the basic courses (Mathematics 102 and 104) the department seeks (1) to impress upon the student that mathematics is a science whose conclusions or theorems depend for their validity upon the laws of logic; (2) to acquaint him with some of the historical concepts of number and the origins of our own number system; (3) to use this number system as a starting point from which to proceed logically through advanced arithmetic and the fundamental processes of algebra and trigonometry; (4) to emphasize the WHY as well as the HOW of mathematics.

Students are placed in Mathematics 102 or 104 depending upon the results of a placement test given during freshman week. All students who intend to concentrate in Biology, Chemistry or Mathematics should qualify for Mathematics 104. However, in some cases, a student who achieves a grade of B or A in Mathematics 102 will be allowed to continue in those concentrations.

The program of concentration in mathematics extends, reaffirms, and reemphasizes the concepts established in the basic course. Its objectives are: (1) to acquaint the student with the historical and cultural aspects of mathematics, showing him, through the seminars particularly, that one cannot be a mathematician without being vitally interested in such seemingly unrelated fields as philosophy and history; (2) to give the student a sufficiently broad background in theory and practice that he may be prepared to pursue mathematics as an end in itself (in research, teaching, graduate studies etc.) or to use it to establish a career in industry, in statistical work, in the Civil Service etc.

Required of all freshmen: Mathematics 102 or 104.

Required of concentrators: Mathematics 202, 301, 303, 402, 410 and six additional credits in elective courses. Concentrators are also advised, though not required, to elect Physics 202 and 302.

102 FUNDAMENTAL CONCEPTS OF MATHEMATICS *Full course*

This course is designed to present fundamental operations from an adult point of view with emphasis at all times on the "why" as well as the "how" of mathematics. It will begin by discussing our own number system and contrasting it with other possible systems, and by means of axioms will then proceed to demonstrate the logical or syllogistic structure of mathematics. Such algebraic topics as the following will be carefully developed: factoring; fractions; ratio, proportion and variation; simultaneous linear equations; exponents and radicals; logarithms;

quadratic equations; graphing; systems of equations involving quadratics; progressions; and the binomial theorem. The latter part of the course will be devoted to trigonometric functions, radian measure, triangulation, trigonometric equations and other topics of trigonometry. The student will be continually reminded of the cultural and historical significance of mathematics.

Three class hours each week. Six credits.

Credit is not given for a single semester of this course.

104 COLLEGE ALGEBRA AND TRIGONOMETRY

Full course

This course has the same aims and objectives as 102 with the exception that it will build upon a prior knowledge of intermediate algebra. It will begin with a discussion and analysis of number systems and by means of axioms will then proceed to demonstrate the logical or syllogistic structure of mathematics. Following a brief review of intermediate algebra, such topics as progressions, the binomial theorem, inequalities, complex numbers, elements of theory of equations, advanced topics in the theory of equations, logarithms, permutations and combinations, determinants, partial fractions and infinite series will be developed. The latter part of the course will be devoted to the study of trigonometric functions, reductions, graphs of trigonometric functions, triangulation, radian measure, trigonometric identities and equations, DeMoivre's Theorem and the use of the slide rule.

Three class hours each week. Six credits.

Credit is not given for a single semester of this course.

202 ANALYTICAL GEOMETRY AND CALCULUS

Full course

Basic concepts of analytical geometry, the derivative, maxima and minima problems, curve tracing; velocity, acceleration, and rates; differentials, formal integration, physical and geometric applications of integration, trigonometric functions, polar coordinates, differentiation of logarithmic and exponential functions, curvature.

Three class hours each week. Six credits.

Credit is not given for a single semester of this course.

301 INTERMEDIATE CALCULUS

Fall semester

A study of vectors, the law of the Mean, indeterminate forms, trigonometric integrals, partial fractions, integral tables, surfaces in space, partial derivatives, lines and planes in space, multiple integrals, infinite series, McLaurin and Taylor expansions.

Three class hours each week. Three credits.

303 DIFFERENTIAL EQUATIONS

Spring semester

Meaning of differential equations, types and applications of differential equations of the first order, integral curves, trajectories, approximate solutions, linear differential equations with constant coefficients, and applications of linear differential equations of the second order.

Three class hours each week. Three credits.

402 ADVANCED CALCULUS

Full course

A study of sequences and series, functions of a real variable, functions of several variables, vectors, the definite integral, improper integrals, line integrals, multiple integrals, and uniform convergence.

Three class hours each week. Six credits.

Credit is not given for a single semester of this course.

403 FUNDAMENTALS OF ANALYSIS

Spring semester

This course is built around the classic *Pure Mathematics* by G. H. Hardy. It includes a rigorous treatment of functions and limits. It is a companion course for the senior seminar and is designed to develop a better understanding of modern

calculus and to serve as a bridge between undergraduate and graduate study of mathematics.

Three class hours each week. Three credits.

405 INTRODUCTION TO MATHEMATICAL STATISTICS

Fall semester

The following topics are discussed, with emphasis on both interpretative and mathematical aspects of statistical concepts: fundamental statistical concepts; index numbers; the frequency distribution and their graphical representation; measures of central tendency; measures of variability; the normal curve of distribution; sampling-error theory; time series and their graphical representation; correlation theory.

Three class hours each week. Three credits.

410 SENIOR SEMINAR IN MATHEMATICS

Full course

Through papers and discussions, the students are guided in a survey of the modern mathematical scene. In concise, logical, and integrated fashion they must treat such topics as: the theory of numbers, the number system, geometrical constructions, the algebra of number fields, projective and non-Euclidean geometries and topology. Reserved for concentrators in Mathematics.

Two meetings each week. Six credits.

Credit is not given for a single semester of this course.

DEPARTMENT OF MODERN LANGUAGES

It is generally recognized that a liberally educated man should have an insight into and some proficiency in a modern language other than his own. It is also becoming clear that the knowledge of at least one language other than English is one of the means of reducing international tensions and a very practical tool in numerous civil and business careers. We recognize that it is only the exceptional student who can learn a language thoroughly in one or two years, but by insisting on a language requirement we hope to lay the foundation for further effort and to give ample opportunities for the awakening of interest in modern languages.

The objectives of the basic courses may be stated as follows: (1) to develop as much as possible the ability to read a foreign language intelligently and with understanding; (2) to develop some skill in simple patterns of ordinary conversation and composition; (3) to develop the student's general power of expression, of analysis, the scope of his native vocabulary; (4) to introduce him, through readings, lectures, etc. to the cultural heritage of other nations; and (5) to establish a firm foundation for concentration in a foreign literature.

Basic courses are offered in French, German, and Spanish. A program of concentration is offered only in French literature. The general aims of the program of concentration are to give a comprehensive and comparative view of the literature and culture of France, and to develop the skills of composition and conversation.

Required of all students: French, German, or Spanish 102.

Required of concentrators in Economics, Education, English, History, Latin, Mathematics, Philosophy, Political Science, and Sociology: French, German, or Spanish 202.

Required of concentrators in French literature: French 204, 302, 310, 402, 410.

Note: Those who intend to concentrate in French and whose preparation qualifies them for French 204, should choose Spanish or German 102 and 202 in the freshman and sophomore years.

While only one year of language study is required of concentrators in biology, chemistry, and business administration, they are strongly urged to take a second year, if they can possibly do so and especially if they intend to pursue graduate studies. German or French is recommended for concentrators in biology, chemistry, and mathematics; French or Spanish for others.

FRENCH

102 FIRST YEAR FRENCH

Full course

Essentials of French pronunciation and grammar, vocabulary building through intensive and extensive reading of graded literature, formation of original sentences, and simple conversation.

Three class hours each week. Six credits.

Credit is not given for a single semester of this course.

202 SECOND YEAR FRENCH

Full course

Continuation of French 102 with more advanced readings and exercises. Grammar used functionally throughout the course.

Three class hours each week. Six credits.

Credit is not given for a single semester of this course.

204 ADVANCED COMPOSITION AND INTRODUCTION TO LITERATURE

Full course

This course, conducted entirely in French, is designed to give advanced training in grammar and composition and a survey of the field of French literature. It is required as the basic course of concentrators, but may be elected by other students who are sufficiently prepared to profit from it.

Three class hours each week. Six credits.

Credit is not given for a single semester of this course.

302 LITERATURE OF THE NINETEENTH CENTURY

Full course

Lectures in French on the historical and literary backgrounds of Romanticism and Realism, with class discussions of a selected number of works from the two schools.

Three class hours each week. Six credits.

Credit may be given for one semester at the discretion of the department.

310 DIRECTED READING IN FRENCH LITERATURE

Full course

The reading list in this junior seminar concentrates on authors of the Renaissance, the eighteenth century, and the contemporary scene. The reports of the students are the starting points of discussion. Reserved for concentrators.

Two meetings each week. Six credits.

Credit is not given for a single semester of this course.

402 LITERATURE OF THE SEVENTEENTH CENTURY

Full course

Lectures in French on historical and literary backgrounds supplement the class discussions of selected plays of Corneille, Racine, Voltaire, and Moliere.

Three class hours each week. Six credits.

Credit may be given for one semester at the discretion of the department.

410 COORDINATING SEMINAR IN FRENCH

Full course

The coordinating seminar correlates materials already studied through discussion of reports on literary genres. Supplementary reading is given in French poetry and the French novel. Reserved for concentrators.

Two meetings each week. Six credits.

Credit is not given for a single semester of this course.

GERMAN

102 FIRST YEAR GERMAN

Full course

Essentials of German; brief, functional grammar, pronunciation, and basic patterns of conversation. Parallel reading programs of easy to moderately difficult prose — one devoted to analysis, the other to comprehension. First contact with German culture, folk-songs, and poetry.

Three class hours each week. Six credits.

Credit is not given for a single semester of this course.

202 SECOND YEAR GERMAN

Full course

Brief review of major structural elements. Study and oral practice of common vocabulary and idiomatic usages to facilitate the writing and speaking of basic German. Analytic reading of moderately difficult to difficult prose selected from the masters and designed to introduce the student to the main chapters of German literature. Comprehensive reading program continued outside of class. Reports.

Three class hours each week. Six credits.

Credit is not given for a single semester of this course.

SPANISH

102 FIRST YEAR SPANISH

Full course

The basic essentials of Spanish grammar compared with English; vocabulary building; idiomatic translations from Spanish to English, and English to Spanish; intensive and extensive reading of graded literature; simple conversation for aural comprehension and oral expression; voluntary laboratory work.

Three class hours each week Six credits.

Credit is not given for a single semester of this course.

202 SECOND YEAR SPANISH

Full course

An intensification of the activities of First Year Spanish with deemphasis on grammar and stress on reading of novels and short stories in the original Spanish. Familiarization with history, literature and culture of Spain, and their influence on Western Civilization. Voluntary laboratory work.

Three class hours each week. Six credits.

Credit is not given for a single semester of this course.

DEPARTMENT OF PHILOSOPHY

Philosophy may be described as the search for wisdom, a human wisdom whose only superior in the order of knowledge is divine wisdom. Philosophy studies all things from the point of view of their most universal causes, principles, and reasons, as discoverable by the human mind. The objectives of the sequence in philosophy required of all students are: (1) to place the student on the path which leads to wisdom and to teach him the method of acquiring it; (2) to develop in the student philosophical habits of thought; (3) to acquaint him with Christian philosophy, especially the thought of St. Thomas Aquinas and its solution of the chief problems of philosophy; and (4) to familiarize the student with the other great philosophical currents of the past and the present.

For the concentrator in philosophy the objectives are the same, but he seeks a deeper and a broader knowledge of philosophy. He must follow a number of formal courses in addition to those required of all students. Furthermore, he is responsible for a list of readings which are discussed in a seminar of the junior year. This list contains required and optional books and articles and it represents some of the personal work that the

student has to do in order to acquire a background of knowledge in the field of philosophy. The coordinating seminar of the senior year emphasizes integration. The problems treated in this seminar during the course of the year train the student to relate what he has studied, in course and out of course, to other philosophies and other sciences. The comprehensive examination tests his knowledge and his ability to handle specific philosophical problems, as well as the philosophical implications of problems in other fields of knowledge.

Required of all students: Philosophy 102, 202, 301, 402.

Required of concentrators: In addition to the courses required of all students, concentrators add Philosophy 310, 410 and two other advanced semester courses offered by the department.

102 THE SCIENCE OF LOGIC

Full course

This course covers the most important elements of traditional logic: the role of definition and division in knowledge; inference and the types of inference; fallacies in reasoning; the nature of scientific knowledge; the types of science and their relationship; the use of basic truths and common axioms by the sciences; the nature of induction, analogical knowledge and dialectical arguments.

Three class hours each week. Six credits.

Credit is not given for a single semester of this course.

202 THE PHILOSOPHY OF NATURE

Full course

An introductory study of the fundamental causes and properties of things in the physical world. This course is divided into two parts: PART I deals with the nature of change and types of change; the nature and function of formal, material, efficient and final causes in the world; the nature of quantity, time, place and space. PART II deals with the nature and source of life; the properties and powers of living things, especially man; the nature of human knowledge, the emotions, human volition; the role of habits. Brief treatment is also given to the relationship of the philosophy of nature to the physical and mathematical sciences.

Three class hours each week. Six credits.

Credit is not given for a single semester of this course.

301 METAPHYSICS

Fall semester

A general survey of the properties and principles of existing things. The aim of this course is (1) to investigate the nature of the actual and potential, essence and existence, and the common properties of existing things — unity, goodness and truth; and (2) to prove that the existence of things can be accounted for only by a first efficient cause, God, whose nature and operations can be known from His effects.

Three class hours each week. Three credits.

305 CHRISTIAN WISDOM

Spring semester

The main purpose of this course is to help the students gain an insight into the spirit of medieval philosophy.

Three class hours each week. Three credits.

310 DIRECTED READING IN PHILOSOPHY

Full course

This course places the students in contact with the best thought in philosophy through a selected list of required works that they must report on and discuss. Reserved for concentrators.

Two meetings each week. Six credits.

Credit is not given for a single semester of this course.

402 THE HISTORY OF PHILOSOPHY

Full course

A general survey of the most important philosophical traditions throughout the ancient, medieval and modern periods. Special attention is paid to their influence on the formation of the modern mind.

Two class hours each week. Four credits.

Credit is not given for a single semester of this course.

405 PHILOSOPHY OF HISTORY

Fall semester

A study of the major reflections on the nature of history in the western world. Such authors as Herodotus, St. Augustine, Otto of Freising, Hegel, and Toynbee are analyzed and discussed.

Three class hours each week. Three credits.

407 THE PHILOSOPHY OF EDUCATION

Spring semester

A study of the basic principles of education: the nature and ends of education; the nature and role of the intellectual and moral virtues; the fundamentals of teaching and learning; the function of education in society. This study is both historical and doctrinal.

Three class hours each week. Three credits.

410 COORDINATING SEMINAR IN PHILOSOPHY

Full course

The coordinating seminar considers problems in philosophy which have a bearing on other sciences and continues the work of Philosophy 310. Reserved for concentrators.

Two meetings each week. Six credits.

Credit is not given for a single semester of this course.

DIVISION OF PHYSICS

The Division of Physics offers two general courses to supply the needs of students who concentrate in biology, chemistry, and mathematics. Facility in handling mathematics is required for success in physics.

202 GENERAL PHYSICS

Full course

This is an introductory study of mechanics, heat, sound, magnetism, electricity, and light.

Three lectures and one laboratory each week. Eight credits.

Credit is not given for a single semester of this course.

Laboratory fee: \$12.00 each semester.

302 ADVANCED GENERAL PHYSICS

Full course

A more mathematical approach and detailed study of the five basic fields of physics, with emphasis placed on modern concepts and theories of physics during the latter part of the year.

Three lectures and one laboratory each week. Eight credits.

Prerequisites: Mathematics 202 and Physics 202.

Credit is not given for a single semester of this course.

Laboratory fee: \$12.00 each semester.

DEPARTMENT OF POLITICAL SCIENCE

The study of politics has as its object the preparation of college men for active life as citizens in a democracy, whether as public servants, elected officials, or enlightened voters. This goal requires the development of critical judgment and analytical skills applicable over a wide range of theories, policy areas, practices, and processes of government. Unlike any other form of government, democracy requires both civic virtue and a civic intelligence. The role played by the study of political science in the liberal arts college is to form the civic intelligence without which the virtue would be inoperable and incompetent.

Required of concentrators: Political Science 202, 310, 410, and four of the following: 301, 303, 405, 407, History 308, 408. Concentrators must complete satisfactorily a comprehensive examination in the senior year, based upon all course work and reading lists. They must also complete a short research paper or two critical reports on pieces of current literature in the field of political science.

202 PROBLEMS IN AMERICAN DEMOCRACY

Full course

A study of the functioning of democracy in America in terms of structural and policy problems common to all levels of government. The course serves as an introduction to the study of government and politics by means of lectures, readings, and case materials centered around sixteen areas of public policy or governmental structure.

*Three class hours each week. Six credits.**Credit is not given for a single semester of this course.*

301 PUBLIC ADMINISTRATION

Fall semester

An introduction to the organization and functioning of public bureaucracies, local, state, and national. The management and administration of government agencies including the regulation of interests. Cases and selected readings.

Three class hours each week. Three credits.

303 POLITICAL PARTIES AND THE LEGISLATIVE PROCESS

Spring semester

A study of both formal and informal policy-making processes in modern democracy; the growth and functions of political parties; agencies of public opinion and persuasion; electoral behavior; and the organization and functioning of legislative bodies.

Three class hours each week. Three credits.

310 DIRECTED READING IN POLITICAL SCIENCE

Full course

Directed readings and tutorials in American political thought and public policy. The Federalist Papers, De Tocqueville, Jefferson, Calhoun, Lippmann and others, analyzed and criticized. Readings and papers in the politics of labor, business, and agriculture. Case studies in contemporary public policies. Reserved for concentrators.

*Two meetings each week. Six credits.**Credit is not given for a single semester of this course.*

405 INTERNATIONAL RELATIONS

Fall semester

A study of the organization and functioning of world politics by means of lectures and selected readings centered about these topics: power politics, causes of war, the conduct of diplomacy, international law, sovereignty, ideological conflicts, and problems of world organization.

Three class hours each week. Three credits.

407 CONSTITUTIONAL LAW

Spring semester

An intensive treatment of leading cases on the U. S. Constitution in the light of major doctrines of constitutional interpretation. The Powers of President, Congress, Federalism, the uses of Due Process of Law, Criminal procedure, the First Amendment Freedoms.

Three class hours each week. Three credits.

410 COORDINATING SEMINAR IN POLITICAL THEORY

Full course

Selected readings from ancient, medieval, and modern political thinkers, analyzed in the light of ideas basic to modern government: constitutionalism, representation, social contract, consent, natural right, law, the development of governmental structures. This course is designed to integrate the student's previous training in the field in preparation for the comprehensive examination in Political Science at the end of his senior year. Reserved for concentrators.

Two meetings each week. Six credits.

Credit is not given for a single semester of this course.

DIVISION OF GENERAL SCIENCE

All freshmen are required to take the course in physical science, unless they intend to concentrate in biology or chemistry. In this case, they take Chemistry 102 in the place of Science 102.

The objectives of this course are: (1) to acquaint the student with the fundamental facts, the laws, and the theories of physics and chemistry; (2) to show how natural science functions in attaining results by demonstrating the relationship between facts, laws and theories. This is accomplished by (a) studying the methods by which factual information is obtained; (b) interpreting the facts and showing how the laws are mere generalizations of these; (c) illustrating how theories evolve as explanations of the laws; and (3) to initiate the student to modern theories, concepts, and scientific terminology whereby he may read intelligently and critically scientific information intended for the layman.

102 INTRODUCTION TO THE PHYSICAL SCIENCES

Full course

The course develops the basic theories and laws of chemistry and physics with emphasis given to the nature of matter and to its relation to light, sound, electricity and energy. The methods, the history, and the present-day concepts of the physical sciences are given special attention.

Three class hours each week. Six credits.

Credit is not given for a single semester of this course.

DEPARTMENT OF SOCIOLOGY

Sociology has been defined briefly as "the science of society and social behavior." Man does not ordinarily live entirely alone. He is social by inclination and necessity. Around him are social interactions, social structures, social functions, social changes, of which he is a part. Certain basic ideas are gradually emerging in the study of man's group relationships that can be scientifically demonstrated. These principles, properly combined and properly subordinated, can give a person the deepest and fullest possible understanding of society and of himself as a member of society. If one has such a deep understanding he can live a better life and properly direct his efforts in assisting, even in a small way, toward building a better society.

The program of concentration in sociology attempts to give the student an unbiased picture of man and his social relationships and some tools with which to study society objectively. In the material sphere this concentration attempts to prepare the student for work in sociology, social welfare, probation and parole work, personnel work in industry, in teaching, and many allied fields. As far as the student himself is concerned, this pro-

gram aims at giving him, especially by means of its mental hygiene course, a deeper insight into human emotions so that he may better understand his own motivations and become well adjusted in all his relationships.

Required of concentrators: Sociology 202, 301, 310, 405, 407, 410, and one of the following: 303, 401, 403.

202 PRINCIPLES OF SOCIOLOGY AND SOCIAL PROBLEMS

Full course

A study of man's biological and cultural heritage, his social nature and collective behavior; a study of the community, social institutions, social maladjustments; and an analysis of the major social problems of modern times.

Three class hours each week. Six credits.

Credit is not given for a single semester of this course.

301 SOCIOLOGICAL THEORIES

Fall semester

A study of the theories of society from Comte to the present time. Includes Marx, Freud, Pareto and many others.

Three class hours each week. Three credits.

303 THE FAMILY

Spring semester

The family as a social institution; its internal organization and function in the past and in the present; special emphasis on problems affecting the American family.

Three class hours each week. Three credits.

310 DIRECTED READING IN SOCIOLOGY

Full course

The objective of this course is to help the concentrator to become acquainted with the leading books and the recognized authorities in the field of sociology. Reserved for concentrators.

Two meetings each week. Six credits.

Credit is not given for a single semester of this course.

401 ECOLOGY OF THE COMMUNITY

Fall semester

A study of the formation and structure of the institutions in the community, large and small, and their influence on social behavior.

Three class hours each week. Three credits.

403 CRIME AND PUNISHMENT

Spring semester

A consideration of the approaches to the understanding of criminal behavior and the accompanying philosophies of punishment. Some stress is placed on the study of juvenile delinquency.

Three class hours each week. Three credits.

405 PUBLIC WELFARE

Fall semester

Since government has launched a great and permanent program of social welfare, it is important that the sociologist understand the implications and the background of public welfare. This course presents a survey of how organized western society has attempted to solve the problem of poverty and dependency from the Elizabethan Poor Laws of 1601 to the present time.

Three class hours each week. Three credits.

407 PERSONAL PSYCHOLOGY

Spring semester

This is a study of the human personality and its deviations from ideal perfection with a view to their prevention. This course includes some basic concepts of human emotions and psychiatry, with emphasis on the personal application of these concepts.

Three class hours each week. Three credits.

410 COORDINATING SEMINAR IN SOCIOLOGY

Full course

Major problems in the field of sociology are the points of departure for student research, reports, and discussions. The aim is to bring the student's knowledge of the field to bear upon particular problems. Reserved for concentrators.

Two meetings each week. Six credits.

Credit is not given for a single semester of this course.

DIVISION OF SPEECH

The following courses are offered as electives:

202 PRINCIPLES AND TYPES OF SPEECH

Full course

A study of the principles of good speaking and listening, and practice in their application, with emphasis upon the problems of choosing and analyzing a subject, organizing material and developing interest. Individual attention and exercises, where needed, to develop flexibility and range of voice and to improve articulation and pronunciation. Analysis of and practice in common types of speech: conversation, interview, group discussion, committee meeting, conference, forum, debate, occasional speech, after-dinner speech, radio speech. Fundamentals of parliamentary law and practice in conducting a meeting.

Three class hours each week. Six credits.

302 ARGUMENTATION

Full course

A study of and practice in methods of reasoning, analysis, evaluation and use of evidence in the argumentative speech and debate. Attention to the means of persuasion.

One class hour each week. Two credits.

Credit is not given for a single semester of this course.

DIVISION OF THEOLOGY

In addition to the human wisdom which he begins to acquire in philosophy, every student needs the divine wisdom of theology, which is the supreme object of the reasoning mind's search for truth. This wisdom is the one adequate principle of integration of all other scientific efforts of the mind of man. It is also the supreme guide of all activity in every state of life. Theology, therefore, opens the student's eyes to the highest kind of truth, order, and goodness.

The objectives of the course in theology are as follows: (1) to give the student intellectual maturity in his faith, through a scientific treatment of revealed doctrine proportionate to his capacities, to match the mental maturity he is acquiring in other lines; (2) to make theological thinking a conscious habit of mind in the student; (3) to use the pedagogical method of the *Summa Theologica* of St. Thomas as best adapted to the undergraduate student; (4) to help the student to integrate all his knowledge with theology.

Required of all students: Theology 202 or 204, 302, 402.

Note: Freshmen who fail to pass satisfactorily an examination in Christian Doctrine are required to follow a non-credit remedial course in this subject.

202 GOD AND CREATION

Full course

This course is based upon the first part of the *Summa* of St. Thomas. It takes up the existence and nature of God, the Blessed Trinity, the work of creation, the various types of created things, the place of man in creation, and the governance of created nature. Readings and analysis of articles in the *Summa* are required of the students.

Two class hours each week. Four credits.

Credit is not given for a single semester of this course.

204 SOURCES OF THEOLOGY

Full course

An introductory study of Holy Scripture, the liturgy, canon law, the fathers and doctors of the Church, the creeds, the councils, and Christian art, followed by a discussion of the nature of theology.

One class hour each week. Two credits.

Credit is not given for a single semester of this course.

302 MORAL THEOLOGY

Full course

This course, based upon the second part of the *Summa* of St. Thomas, discusses in an integrated way the philosophical and theological aspects of man's last end, human acts and their principles, with particular emphasis on the nature of the virtues.

Three class hours each week. Six credits.

Credit is not given for a single semester of this course.

402 CHRIST AND THE SACRAMENTS

Full course

This course, based upon the third part of the *Summa*, studies the nature and personality of Christ. His life, grace and the sacraments, and the last things.

Three class hours each week. Six credits.

Credit is not given for a single semester of this course.

TWO-YEAR PROGRAM

The following courses are designed specifically for students in the Two-Year Program.

Bus. 21.12 BUSINESS LAW

Law of contracts, agencies and negotiable instruments, partnerships, corporations, suretyship, insurance, sales contracts and creditor's rights. *Three credits each term.*

Econ. 11.12 PRINCIPLES OF ECONOMICS

A two-semester introductory study of the principles underlying the production, distribution and consumption of wealth, with an application of these principles to the contemporary organization of economic life. *Three credits each term.*

Eng. 13.12 WRITTEN ENGLISH

A basic course in the fundamentals of writing with emphasis on a thorough review of mechanics, grammar, and sentence structure. Gradual introduction to

more advanced work in diction, sentence variety, and organizational skills. Training and practice in the improvement of interpreting the printed page. *Three credits each term.*

Eng. 22.12 LITERARY TYPES AND FORMS

A general introduction to literature for the "general" reader. Intensive and extensive reading of various types of literature, with the accent on contemporary selections from poetry, fiction, and drama. *Three credits each term.*

Hist. 11.12 SURVEY OF EUROPEAN HISTORY

Study of European history from its origins to the present, with particular emphasis on social and cultural aspects. *Three credits each term.*

Phil. 13.1 PRACTICAL LOGIC

A course in the elements of correct reasoning and critical evaluation of the written and spoken word. *Three credits.*

Psy. 14.2 GENERAL PERSONAL PSYCHOLOGY

This course discusses some of the elements of personality adjustments and character formation. *Three credits.*

Soc. 13.12 PRINCIPLES OF SOCIOLOGY

This is the study of man's biological and cultural heritage, his social nature and collective behavior. Here is also included a study of the community, social institutions and social maladjustments. *Three credits each term.*

Rel. 13.12 CHRISTIAN DOCTRINE

A basic course in the principal teachings of the Catholic Church. *Two credits each term.*

Rel. 24.12 CHRISTIAN ETHICS

A basic treatment of ethics from the point of view of philosophy and Catholic teaching. *Two credits each term.*

In addition to the above any of the 100 or 200 group of courses in the four-year program may be taken with the approval of the Dean or the Registrar. Ordinarily courses numbered 300 or above may be elected only under special circumstances. There is, however, one exception to this. Students who desire to concentrate in Accounting and whose preparation is judged to be adequate may register for Bus. 302 (*Principles of Accounting*) in their first year and for Bus. 404 (*Advanced Accounting*) and Bus. 401 (*Cost Accounting*) in their second year.

Part Seven

EXPENSES, SCHOLARSHIPS, STUDENT AID

I. EXPENSES

General Fees

All students pay a TUITION FEE of \$300 each semester and a GENERAL COLLEGE FEE of \$40 each semester. The College Fee entitles the student to the use of all the facilities of the library, the infirmary, the gymnasium and athletic equipment; to admission to college sponsored or student sponsored lectures and entertainments in Austin Hall, and to athletic contests at Saint Michael's; to membership in the various clubs; to a copy of the college newspaper (*The Michaelman*), the college literary magazine (*The Lance*), and the college yearbook (*The Shield*). No other fees are charged for any of the above throughout the year.

Boarding students must pay a RESIDENCE FEE of \$300 or \$325 each semester. This entitles them to board and room on the campus. No part of this fee is remitted, unless a student withdraws from the College. Rooms in the new dormitories are \$25 more each semester than in the others.

Day students may make special arrangements with the Treasurer to take their noon meals in the college dining hall.

All students are required to take an accident and health insurance policy provided, on a group basis, for the College. The cost of this policy is \$25 a year or \$12.50 each semester.

Special Fees

A GUARANTEE DEPOSIT of \$25 must be made by every applicant within two weeks after receiving a notice of acceptance and must be maintained as long as the student is in session. This fee is not refundable

to applicants who fail to register. It is refundable at the end of every academic year, if requested in writing before July 1, provided the student has been in session at least one semester. It is customary for students to leave the deposit with the Treasurer until they definitely withdraw or graduate.

A LABORATORY FEE of \$12 each semester is charged for each of the courses in laboratory science, as indicated in the listing of courses in *Part Six*.

A special fee of \$15 is charged to new students for FRESHMAN WEEK. This fee helps to defray part of the expenses of the testing, social, and recreational programs.

A fee of \$10 is charged to any student who fails to pre-register within the time allotted for this purpose in May or who fails to report on the day of formal registration in September.

A fee of \$25.00 is charged to students who do cadet teaching as part of Education 410.

A fee of \$5 a year is charged to boarding students who have a radio in their room.

A GRADUATION FEE of \$30, charged to the seniors, covers the expenses of the diploma, the year book picture, the *Graduate Record Examinations*, and the rental of a cap and gown for the year.

BOOKS and SUPPLIES are sold, for cash only, at the College Bookstore. Expenses for the year average \$50.

The College offers LAUNDRY service at \$25 each semester. DRY CLEANING is also available at current prices.

Payment of Fees

Bills for general fees are sent a month prior to the opening of each semester. These bills are payable in full ten days prior to the opening of each semester, unless special arrangements have been made with the treasurer. While deferred payment of bills may be sanctioned, for special reasons, by the treasurer, a prorated amount for each period agreed upon must be paid in advance. No reduction is made on account of the late entrance of students. CHECKS AND MONEY ORDERS SHOULD BE MADE PAYABLE TO SAINT MICHAEL'S COLLEGE AND SENT DIRECTLY TO THE TREASURER.

Bills for laboratory and special fees are sent after the semester starts and are immediately payable.

Veterans

For the veterans who have qualified to receive educational benefits under Public Law 346, the Veterans Administration pays to the College \$500.00 for the year toward the academic fees. The balance of this fee and the Residence fee are the direct responsibility of the veteran and must be paid by him to the College. The Veterans Administration will pay the full amount of the academic fees, if the veteran so wishes, by reducing his entitlement at the rate of one day for each \$2.10 which is in excess of \$500. The veteran may also elect to have the Veterans Administration pay for the required books and supplies for each year under the same conditions. The Residence fee may be paid on a monthly basis upon receipt of each check from the Veterans Administration, until the total has been paid.

For veterans who have qualified to receive educational benefits under Public Law 16, the Veterans Administration pays to the College the academic fees and charges for books and supplies. The veteran is directly responsible for payment to the College of the Residence fee, which can also be paid in monthly installments.

Veterans who qualify for educational benefits under Public Law 550, 82nd Congress (the Korean G. I. Bill) must make an initial payment of at least \$300 at the beginning of the year. The balance may be paid in monthly installments.

Remission of Fees

The College fees are determined in large part on the basis of expected student enrollment. When a student is granted admission, therefore, it is expected that he will remain in session throughout the year. It is recognized, however, that unforeseen events, such as sickness or a call to military service, may make it necessary for a student to withdraw prior to the end of a term. In such cases the College remits the Tuition fee according to the following scale:

Withdrawal within two weeks of the opening date	80%
Withdrawal between the second and third week after the opening date	60%
Withdrawal between the third and fourth week after the opening date	40%
Withdrawal between the fourth and fifth week after the opening date	20%
Withdrawal after the fifth week	0%

The Residence fee is remitted as follows:

Withdrawal up to the end of the fourth week of a term	75%
Withdrawal between the fourth and the end of the eighth week of a term	50%
Withdrawal between the eighth and the end of the twelfth week of a term	20%
Withdrawal after the twelfth week	0%

Sanctions

Unless his accounts are settled in full, a student may be prevented from taking his examinations at the end of the semester or of the year. No report of grades, no diploma, no transcript of credits, no information concerning academic or disciplinary standing are given until a student's accounts have been settled in full.

The College does not hold itself responsible for the remission of any fees to students who are dismissed for disciplinary reasons or who withdraw unofficially.

II. SCHOLARSHIPS

Students wishing to apply for a scholarship should first make application for admission and then request a scholarship application form. This form, properly executed, should then be returned to the Committee on Scholarships. Following is a list of scholarships available at Saint Michael's College together with a synopsis of the conditions under which they are granted.

HONOR SCHOLARSHIPS

Saint Michael's College offers to entering freshmen fifteen scholarships valued at \$300 and \$400. The applicants are required to take the *College Entrance Board Scholastic Aptitude Test* and to submit a recommendation from their principal or guidance officer. Applications for these scholarships must be filed before March 1 of each year. The awards are announced about May 1 of each year.

VERMONT SENATORIAL SCHOLARSHIPS

A number of scholarships of \$200 have been made available by the Vermont State Legislature to needy students who are residents of the

State. Applications may be made by writing to the state senators before August 1.

PROVOST SCHOLARSHIP

THE REVEREND C. E. PROVOST SCHOLARSHIP is awarded to a deserving student of the Sacred Heart Parish of Bennington, Vermont. This scholarship, founded in 1918, provides income on \$5,000.

PROULX SCHOLARSHIP

THE REVEREND NORBERT PROULX SCHOLARSHIP is awarded to a deserving student of St. Joseph Parish of Burlington, Vermont, or of Sacred Heart of Mary Parish of Rutland, Vermont, or of Sacred Heart of Jesus Parish of West Rutland, Vermont, or of Our Lady Star of the Sea Parish of Newport, Vermont. This scholarship, founded in 1922, provides income on \$5,000.

AUDET SCHOLARSHIPS

Two scholarships have been established by the Reverend J. F. Audet. The first, founded in 1906, provides income on \$500 and is awarded to a needy candidate of St. Francis Parish of Winooski, Vermont. The second, founded in 1917, provides income on \$2,500 and is awarded to one or more deserving students of St. Francis Parish of Winooski, Vermont.

FORESTERS SCHOLARSHIP

THE CATHOLIC ORDER OF FORESTERS SCHOLARSHIP is awarded to a student of Vermont, preferably a Forester's son, who is a candidate for the priesthood. This scholarship, founded in 1914 by the State Court, Catholic Order of Foresters, is good for two years at Saint Michael's College and provides a stipend of \$300 per year. Applications must be filed with the Chancery Office, 52 Williams Street, Burlington, Vermont.

KNIGHTS OF COLUMBUS SCHOLARSHIP

THE KNIGHTS OF COLUMBUS SCHOLARSHIP is awarded to a young man who feels called to the priesthood. This scholarship was founded in 1929 and is provided by the Vermont State Council. Applications must be filed with the Chancery Office, 52 Williams Street, Burlington, Vermont.

KINSELLA SCHOLARSHIP

THE KINSELLA MEMORIAL SCHOLARSHIP is awarded to a student from St. Peter Parish of Rutland, Vermont, who wishes to prepare for the priesthood. This scholarship, founded in 1935, provides income on \$2,000.

DAUGHTERS OF ISABELLA SCHOLARSHIP

THE DAUGHTERS OF ISABELLA SCHOLARSHIP is awarded to a Vermont student studying for the priesthood. This scholarship provides a stipend of \$250 per year.

SHANNON SCHOLARSHIP

THE RIGHT REVEREND JAMES D. SHANNON SCHOLARSHIP is awarded to freshmen and sophomore students studying for the priesthood, who are members of the following Vermont parishes: St. John Baptist of Enosburg; St. Patrick of Fairfield; St. Thomas of Underhill Center; St. Mary of Middlebury; St. Charles of Bellows Falls; St. Francis de Sales of Bennington. Preference is given in the order of the parishes named. The pastors of the above named parishes must recommend the beneficiaries of this scholarship. The selection of the candidate rests in the first instance with the Bishop of Burlington. If the Bishop makes no selection, the Committee on Scholarships chooses the candidate. This scholarship, founded in 1936, provides income on \$6,500.

THE DERWAY SCHOLARSHIP

THE MARY R. DERWAY SCHOLARSHIP FUND is used as a tuition scholarship or scholarships for progressive students, who are otherwise financially unable to attend college. Preference is given to young men aspiring to the priesthood who, in the judgment of the Committee on Scholarships, are considered most worthy of such assistance. This scholarship, founded in 1952, provides income on \$15,000.

III. STUDENT AID

The College offers a number of opportunities for student employment. Such part-time employment is usually reserved, however, to upper classmen who have been in attendance at least a year previously. Applicants must fill out a form, which can be secured from the Registrar's Office or the Treasurer's Office, and submit it to the Committee on Student Aid. A statement from the parents or guardians of the applicant, explaining his need for employment, should accompany this form. In cases of equal need, preference is given to the student whose scholastic rating is higher.

Part Eight

GRADUATE PROGRAM

St. Michael's College offers a limited graduate program. Formal courses for the Master of Arts degree are given during the Summer Session. Only directed study (see below) is possible during the regular academic year. A program for the Master of Arts in Teaching, however, is regularly offered during the year for the benefit of students who, having completed their undergraduate studies, wish to earn the master's degree before they begin teaching in the secondary school. The additional year is advised and sometimes required, especially when students in the undergraduate program wish to complete a full concentration in a subject field instead of the concentration in Education.

What follows is reprinted in large part from the Summer Session Bulletin.

REQUIREMENTS FOR GRADUATE DEGREES

1. Admission to candidacy for all graduate degrees pre-supposes that the applicant holds an acceptable bachelor's degree in Arts, Science, Philosophy, or Education. It also pre-supposes that the applicant has the proper and adequate background to pursue graduate studies in the field of his choice. Ordinarily this implies that he has completed the equivalent of an undergraduate "major" in the field of specialization (except in Education). "Equivalence" will be granted to graduates of Canadian colleges and universities whose general background of education and experience indicates adequate preparation for graduate study. Students are warned, however, that ordinarily extra time is needed to complete all undergraduate pre-requisites to advanced study in science and in some other subject matter fields in which their preparation is notably deficient.

2. All students for the M.A. degree must complete 27 semester hours of credit in their field of concentration, except when the Director of Graduate Studies judges that a course or two in a related field may be a useful or necessary substitute. Successful completion of the Master's essay will count for four semester hours of credit.

3. The Master of Arts in Teaching degree is designed primarily to prepare students for teaching at the secondary school level. It provides professional training in Education for liberal arts college graduates or additional professional experience for qualified teachers.

All candidates for the M.A. in Teaching degree must complete a total of 30-36 semester hours of graduate work in Education and a field of teaching. Candidates without previous background in Education should devote about 21 hours to courses in Education. Those with undergraduate training in Education will be required to take at least 9 hours in Education at St. Michael's. Those who wish to concentrate exclusively in Education will receive the M.A. in Education degree.

4. All candidates for the regular M.A. degree must pass *with a satisfactory grade* a test to determine their ability to read easily one modern foreign language. Ordinarily this examination will be given in French or German at the end of the second summer of study. There is no language examination for the M.A. in Teaching degree. Students of French or Spanish must demonstrate a reading knowledge of one other foreign language besides their major.

5. Detailed directions in regard to comprehensive examinations etc. are given under the outline for the programs below.

6. All M.A. candidates must write a thesis or master's essay. The subject or field of investigation must meet with the approval of the chairman of the department in which the student is working. The final paper must be approved by a committee of readers designated by the Director of Graduate Studies. Guidance in preparation of the paper will be under the direction of a member of the faculty chosen for his special competence in the field. The *first complete draft* of the essay should be presented to the adviser three months in advance of the date on which the degree is to be granted; in its final form, one month before the date of graduation. Two of the designated readers, including the adviser, must approve the final draft. Two typewritten copies of the completed essay must be handed in to the Director of Graduate Studies at least one week before graduation. Students in all departments will be expected to be guided in the "style" and format of their paper by the book entitled *Thesis Writing: A Guide to Scholarly Style* by Ralph M. Albaugh (Littlefield, Adams & Co.). This can be obtained by addressing the firm at 132 Beckwith Avenue, Paterson 3, New Jersey. Note: Details in planning all programs for graduate degrees can be worked out in a personal conference with the Director of Graduate Studies. This conference is especially necessary for M.A. in Teaching candidates who plan to concentrate in a combination of subject-matter fields such as in the social sciences, business administration, and the natural sciences.

OUTLINES FOR GRADUATE PROGRAMS

Graduate Work in Modern Languages

For those interested in language work on the graduate level, a new program has been instituted which will enable teachers and others to obtain their M.A. degree by attending four summer sessions and writing the thesis. Courses taken in the four year period will prepare the candidate for the comprehensive examination in the language and literature of his choice — the final requirement for the master's degree in languages. Several of these courses offered each summer (French X, Spanish X) will be offered as seminar courses (directed study) with classes meeting for one hour and a half twice a week. This will be of immense benefit for those who wish to commute during the vacation season.

To be admitted to candidacy for the Degree of Master of Arts in Languages, the student must have met requirements substantially equal to those set up for the fulfillment of an undergraduate concentration in Languages at St. Michael's College.

A graduate student in Languages may take all his work in one language or in combination of courses in the two following languages: French, Spanish. Courses in General Language and Literature, listed below, may be counted towards the degree.

The following summer language courses including those leading to the M.A. degree in four summers will be offered on a rotational basis:

FRENCH

French Literature of Middle Ages	(1956)
French Literature of Renaissance	(1956)
French Literature of Seventeenth Century	(1955)
French Literature of Eighteenth Century	(1957)
French Literature of Nineteenth Century	(1957)
French Literature of Twentieth Century	(1958)
Advanced Grammar and Composition	(1955)
Special Studies in French Literature	(each summer)

SPANISH

Spanish Literature of Middle Ages	(1956)
Spanish Drama of Siglo de Oro	(1956)
Spanish Novel in 16th & 17th Century	(1957)
Spanish Literature of Nineteenth Century	(1957)
Spanish Generation of '98 and Literature of Twentieth Century	(1958)
South American Literature	(1958)
Advanced Grammar and Composition	(1955)
Special Studies in Spanish Literature	(each summer)

ITALIAN

Elementary	(1955)
Intermediate	(1956)

GENERAL LANGUAGE AND LITERATURE

Introduction to Romance Philology	(1955-6) (1957-8)
Methods and Problems in Teaching Languages	(1955) (1957)
Humanities 500-01-02	(1955-6-7-8)

THE MINIMUM REQUIREMENTS FOR THE M.A. IN LANGUAGES

All candidates for the M.A. degree must complete 27 semester hours of credit in their field of concentration or allied courses. Such courses must be approved by the Director of Graduate Studies. Successful completion of the Master's essay will count for four semester hours of credit.

The candidate must have satisfactorily passed the courses listed below either as an undergraduate or as a graduate student before the master's degree will be awarded.

Minimum Requirements for the M.A. in French

1. Introduction to Romance Philology
2. French Literature of the Middle Ages and the Renaissance
3. French Literature of the Seventeenth and Eighteenth Centuries
4. French Literature of the Nineteenth Century
5. Contemporary French Literature
6. Advanced Grammar and Composition
7. Comprehensive oral examination and thesis.

Minimum Requirements for the M.A. in Spanish

1. Introduction to Romance Philology
2. Spanish Literature of the Middle Ages and the Renaissance
3. Drama of the Siglo de Oro — The Picaresque Novel and Cervantes
4. Spanish Literature of the Nineteenth Century
5. Spanish Literature of the Twentieth Century
6. Latin American Literature
7. Advanced Grammar and Composition
8. Comprehensive oral examination and thesis

Special Studies in French Literature

Individually guided study is given in special topics, with training in bibliography, note taking, and organization of material. Examples of topics which may be selected by instructor and student in conference are: (a) Corneille and his critics; (b) The theater in the eighteenth century; (c) the influence of Eleanor of Aquitaine; (d) twentieth century literature; (e) French Canadian literature.

Special Studies in Spanish Literature

- (a) the work of St. Theresa of Avila
- (b) the work and influence of Father Feijoo
- (c) the literature of individual Spanish American countries
- (d) literary relations between Europe and Latin America
- (e) the fate of Classicism in Spain
- (f) eighteenth century literature in Spain

*Requirements for the M.A. degree in English**Pre-Requisites:*

1. An undergraduate program of concentration in English or its equivalent.
2. A reading knowledge of French or German tested by a special examination before the end of the second summer of study.

*Program***A. Four Basic Courses:**

1. The Study of Poetry (1955)
2. The Study of Drama (1956)
3. The Study of Prose Fiction (1957)
4. The English Language (1958)

- B. Seminar course in either
 - 1. Contemporary British Literature (1956)
 - or
 - 2. Contemporary American Literature (1957)
- C. Two period courses in English or American Literature
 - 1. English Literature in the Sixteenth Century (exclusive of drama)
 - 2. English Literature in the Seventeenth Century (exclusive of drama)
 - 3. Eighteenth Century English Literature (1955)
 - 4. The Romantic Movement
 - 5. The Victorian Age
 - 6. American Literature to 1865 (1955)
 - 7. American Literature since 1865 (1956)
- D. One course in the Humanities sequence
- E. One course in a major writer such as
 - 1. Chaucer
 - 2. Shakespeare (1957)
 - 3. Milton
 - 4. Keats
 - 5. Newman
 - 6. Hawthorne
 - 7. Melville

F. An acceptable master's essay on a topic from contemporary literature or from the Catholic literature of America, Great Britain, or Canada. Topics of an analytical nature from earlier periods may be accepted with the approval of the Department.

G. A written examination of two hours on methods of literary research and on the composition and format of the master's essay at the end of the third summer of study.

H. A final written comprehensive examination on the history of English and American literature. This examination will be offered at the end of the last summer of residence. It will be based on a short list of readings which will be issued by the Department after August, 1955. This examination must be passed with a grade of B. Students who fail this examination are entitled to one re-examination at the end of the following summer session.

Requirements for the M.A. in Teaching

Pre-requisites:

A bachelor's degree, *with or without* previous formal courses in Education. The student without previous courses must expect to complete in his graduate program about 21 semester hours in Education, including The American Secondary School, Educational Psychology, Principles of

Teaching, the Philosophy of Education, and Educational Measurements *or* courses regarded as equivalent to the above. (See Note below) Those with previous training should have included these five courses in their undergraduate program or else be prepared to take these at the graduate level. They may not ordinarily repeat courses offered as part of their previous training unless the courses were taken at least six years before matriculation at St. Michael's.

Program

A. Two Seminar courses in Education, ordinarily elected only *after* the student has offered for entrance or completed at Saint Michael's three of the five basic courses mentioned above.

B. Two elective courses in such fields as Administration, Supervisor, Guidance, Statistics, or Educational History or Philosophy.

C. A course in Speech Methods in a subject-matter field: The Teaching of — English, History, Latin, Modern Languages, Social Studies, the Natural Sciences, Mathematics, or Business.

D. Fifteen semester hours of work (5 courses) in a single field of study (English, History, Latin, Modern Languages, and Business) or in a combination of courses in related fields — Social Studies (Economics, Political Science, Sociology, History) and Natural Sciences (Biology, Chemistry, Physics). Nine of the fifteen hours should be in a single field and *above the level* of a first course in the field. For example, if the field is Economics, a course in Principles of Economics will not be counted towards the degree. Students are advised to select their field in the Social Studies and the Natural Sciences from a branch in which they already have had the first course at the college level. The general program in these broad fields of study is designed to enrich and to extend the background of teachers who desire certification in subject-matter more or less alien to their undergraduate training.

These regulations regarding Social Studies and the Natural Sciences go into effect in 1955 but are not retroactive. Henceforth, any student seeking the M.A. in Teaching in either the Social Studies or Natural Sciences cannot count a basic course in his major field towards a graduate degree. All students concentrating in English, History, Latin, Modern Languages, and Mathematics must present a minimum of twelve semester hours of undergraduate work before starting the program for the M.A. in Teaching. Again, this requirement applies only to *new students*.

E. A comprehensive examination at the end of the final summer of residence to be based on:

1. The Seminars and their reading lists
2. The course in Special Methods
3. The subject-matter courses included in their program — with emphasis on the chief subject-matter in the Social Studies and the Natural Sciences.

N.B. The student who comes without previous training in Education must take nine hours of fundamental Education courses and carry a grand total of 36 hours, including twelve rather than fifteen semester hours in subject-matter courses.

F. Students who are teachers in service are required to submit evidence from a supervisor that they are qualified for classroom teaching. Other Students must arrange for apprenticeship training conducted during the college year by the Department of Education through one of cooperating school systems.

No graduate credit may be allowed for practice teaching. Lay students are reminded, however, that most State Departments of Education now require 6 undergraduate credits in supervised practice teaching.

Requirements for the M.A. in Education

These are the same as the above except that the candidate attends three Seminars, confines the courses to the field of Education, and finally submits to a Comprehensive Examination on the principal branches of educational theory.

FEES FOR GRADUATE STUDIES

Fees and the regulations concerning them are the same for graduate as for undergraduate students, with the following exceptions.

The graduate student will pay tuition at the rate of \$15.00 per semester hour, a library fee of \$15.00 per semester, a health insurance fee of \$12.50 each semester, a registration fee of \$10.00. The diploma fee is \$15.00. New students must pay an application fee of \$5.00.

A number of fellowships or assistantships are available for students who plan to attend during the academic year. Those interested are invited to discuss the matter with the Dean.

Part Nine

COLLEGE PERSONNEL

1. BOARD OF TRUSTEES

VERY REV. FRANCIS E. MORIARTY, S.S.E.

President of the College and Chairman of the Board

VERY REV. JEREMIAH T. PURTILL, S.S.E.

RT. REV. PATRICK C. BRENNAN, V.G.

REV. EUGENE ALLIOT, S.S.E.

REV. JEAN M. HERROUET, S.S.E.

REV. DANIEL P. LYONS, S.S.E.

REV. VINCENT B. MALONEY, S.S.E.

REV. ROBERT J. SHEEHEY, S.S.E.

2. ASSOCIATE TRUSTEES

MR. M. EDWARD BARNES, St. Albans, Vermont

MR. I. MUNN BOARDMAN, Burlington, Vermont

MR. JAMES J. CARNEY, Burlington, Vermont

HON. WALTER CLEARY, Newport, Vermont

DR. JEREMIAH T. DURICK, '23, Burlington, Vermont

DR. LAWRENCE J. EARLY, Hudson, New York

HON. FREDERICK J. FAYETTE, Burlington, Vermont

MR. BART F. GARRITY, Burlington, Vermont

MR. PETER J. HINCKS, Middlebury, Vermont

MR. DANIEL J. KEELER, Old Bennington, Vermont

DR. A. BYRON LAWRENCE, '21, Burlington, Vermont

HON. BERNARD J. LEDDY, '31, Burlington, Vermont

MR. GEORGE J. LUMBRA, Burlington, Vermont

MR. JOHN MCGRATH, Milton, Vermont

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On the Curriculum: Dean, Heads of Departments and Chairmen of Divisions.

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 Sheehan, William A., 12 Central St., Essex Jun-ction, Vt.
 Shiner, Robert J., 66 Park St., Burlington, Vt.
 Simas, Frank, St. Michael's Apts., Winooski, Vt.

- Smyle, Mrs. Jacqueline, 28 Clarke St., Burlington, Vt.

Stack, Leo V., Mill St., Wallingford, Vt.

Stewart, Francis J., 18 Rose St., Burlington, Vt.

Sullivan, Helen G., 77 Congress St., Fitchburg, Mass.

Sussillo, Rev. Gerard F., S.S.E., St. Edmund's Seminary, Burlington, Vt.

Thompson, James P., 85 Newark Av., Bloomfield, N. J.

Vincent, Robert J., Mooers, New York
- Waite, Rev. Joseph F., S.S.E., Cardinal Mindszenty High School, Dunkirk, N. Y.

Welch, Francis T., 1 Petition St., Rennselaer, N. Y.

Whitman, David G., South Lane, Hingham, Mass.

Winchell, Charles J., St. Michael's Apts., Winoski, Vt.

Zeno, Gerald F., 112 Malletts Bay Av., Winooski, Vt.

Zuluaga, Fernando N., Ave. Centenario No. 6-39, Cali, Colombia, S. A.

REGISTRATION STATISTICS
1955-1956

New York	210
Vermont	187
Massachusetts	177
Connecticut	58
New Jersey	50
Maine	16
New Hampshire	8
Rhode Island	4
Alabama	2
Delaware	1
District of Columbia	1
Illinois	1
Maryland	1
Missouri	1
North Carolina	1
Pennsylvania	1
Other	7
Total	727
Summer Session, 1955	262
Regular Session, 1955-56	727
Total	989
Duplicates	58
Total	931

Part Ten

DEGREES AND HONORS AWARDED JUNE 6, 1955

ASSOCIATE IN ARTS

JUNE 6, 1955

Salvatore Richard Bica
 Cornelius Edward Buckley, Jr.
 Robert Francis Burke
 Alexander Peter Ciulla
 Daniel Francis Fitzgerald
 Raynold Alphonse Fongemie
 Philip John Howrigan

Joseph Charles Koch
 Thomas Edward Lemanowicz
 Kevin Barry McGrath
 Charles Emile Maynard
 Joseph Pietrowski
 Ronald Edmond Richards
 Anthony Nicholas Sagliano
 Francis Thomas Welch

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

AUGUST 6, 1954

Libero Paul Baldarelli

William John Haynes
 James Anselm Kiley

JANUARY 31, 1955

Andre Claude Belair

David Ronald Buteau
 Gerard Allen Smith

JUNE 6, 1955

Dante Bai Rossi, Jr.
 Leon John Binkunski, *cum laude*
 Peter Joseph Bongiorno
 John Albert Buckley
 Arthur Aime Charlebois
 Richard Alfred Dalia, *cum laude*
 Theodore Eugene Dimauro
 Walter Joseph Driscoll
 Norman Richard Faucher, *cum laude*
 Walter Joseph Flynn
 Clifton Wayne Gover
 Frederick Leo Hannan
 Robert Mayo Johnson
 Lester Albert Kipp
 Richard Early Lapan

David Walter Luburger
 Arthur John McCormack
 John Raymond McGinn
 John Joseph McNally, Jr.
 James Michael Magner
 Ronald David Mussen
 Richard Anthony Nolan
 Charles Hand Norton
 John Joseph Pajer
 William Francis Pelkey
 Louis Alexander Petrosino, *cum laude*
 Frank Ronald Saya
 John Edward Sheehan
 Daniel John Sullivan
 Renald Lucien Tardif
 Edward John Trombley

BACHELOR OF SCIENCE IN BIOLOGY

AUGUST 6, 1954

Robert Emmett Hanlon

Robert Mullings O'Brien

JUNE 6, 1955

William Peter Badger
 Richard Octave Burns
 John Henry Caloon
 William Francis Cirmo
 Henry Joseph Cournoyer

Donald Joseph Deleppo
 John Michael Fitzsimmons
 Paul Albert Lanchance
 Henry Vincent Rys
 Andrew Paul Zak, Jr., *cum laude*

BACHELOR OF SCIENCE IN CHEMISTRY

JUNE 6, 1955

Donald Keith Atwood, *magna cum laude*
 Salvatore Peter Carbone
 Robert Patrick Clarke

John Patrick Cummings, *cum laude*
 Charles James Foley
 Raymond Charles Nichols

BACHELOR OF ARTS

AUGUST 6, 1954

Donald Martin Brescia
 David Francis Champagne
 Thomas Charles Dovey
 Robert Joseph Fosket
 Herbert Arthur Gardner
 Joseph Charles Gramer
 James Taylor Kenney
 John Leo Loughran
 Bernard Arnold Roque

Louis Anthony Siclari
 Brother Edmond (Leroux), S.C.S., *cum laude*
 Brother Cecilius (Stacey-Tessier), S.C.,
cum laude
 Sister Marie Gilbert (Lemieux), O.S.U.,
magna cum laude
 Sister Jeanne de Chantal (Perrault), O.S.U.,
summa cum laude

JANUARY 31, 1955

David William Arnold
 Arthur Dale Kiernan

Edward Lawrence Molloy, Jr.
 John Frederick Nutile, Jr.
 Brother Roger (Neveu), S.C., *cum laude*

JUNE 6, 1955

Anthony Joseph Agostinelli
 Robert Allen Bentley
 Robert Carroll Bolster
 Ernest George Boutote
 John Clifford Brady
 Ronald Gordon Brady, *magna cum laude*
 Bruce John Brennan
 Samuel Clay Bridgers, Jr.
 John Joseph Burnett, *cum laude*
 Robert Rene Chapdelaine
 Francis James Cotter
 Thomas Joseph Cowell
 Reginald Arthur Cross
 Robert Patrick Curran
 William Joseph Dalton
 James Norman Dempsey
 Morgan Daniel Dowd, *cum laude*
 John Patrick Dwyer
 Glenn Thomas Erwin
 David Michael Essinfeld, *cum laude*
 Frederick Leland Fitzgerald
 David John Foley
 Valmore Henry Forcier, Jr.

Leonard James Frosina
 Robert George Furkey
 Thomas Patrick Galuppo, *cum laude*
 John Willard Gannon, III
 Donald Edward Gasiorowski
 Donald Robert Hamlin
 Allen Cary Hamrah
 Gerard Joseph Houde
 Peter Paul Kehoe
 Thomas Andrew Kerwin
 Clement Francis Dubie
 Donald Francis LaBrake
 Arthur Jennings Lavallee, Jr.
 John Byron Lawrence
 James Patrick Leamy
 Gerard Norman Levasseur, *cum laude*
 William Daniel Logue
 John Joseph Lynch
 Joseph Patrick McCann
 John Joseph McCoy
 Thomas Joseph McEvoy
 James Richard McNally
 John Francis Manahan

Robert Henry Menard	William Francis Sullivan, Jr.
Thomas Francis Murphy, <i>cum laude</i>	Harold Charles Sylvester
Jerome Francis O'Callaghan	Alain Joseph Tessier, <i>cum laude</i>
Francis Joseph O'Handley, <i>magna cum laude</i>	Samuel Albert Velleca
Arminio John Pazzanese	Robert Francis Wagner
Paul Andre Pinard, <i>cum laude</i>	Donald Gerald Walsh, <i>cum laude</i>
David Anthony Quinlan, <i>cum laude</i>	Bernard Francis Wood, <i>summa cum laude</i>
Henry Salvatore Rizziere	Brother Pierre Henri (Berard), S.C.,
Robert Joseph Ryan	<i>magna cum laude</i>
Thomas Albert Siciliano	Sister Jean of the Rosary (Maranda),
Peter Bateson Spillane	D.C.S.H., <i>cum laude</i>

MASTER OF ARTS IN TEACHING

AUGUST 6, 1954

Sophia Chrusciel	Anthony Michael Larkin, S.S.E.
Sister Mary Christina (Fitzsimons), R.S.M.	Joseph Maurice Moreau
	Thomas Roach Welch

JUNE 6, 1955

Robert John Giroux	Leo Joseph Plourde
	Paul Joseph Stapleton

MASTER OF ARTS

JUNE 6, 1955

Maurice Ulice Boucher, S.S.E.	<i>Thesis: Survey of the Treatment of Physically Handicapped Children in Vermont.</i>
Sister Mary Matilda (West), R.S.M.	<i>Thesis: The Sign and Seal of the New Zion: Puritan Hostility to Roman Catholicism in Vermont (1777-1850).</i>
Robert James Wheel	<i>Thesis: The Forgotten Vermonter: George Perkins Marsh. His Life and Letters While First United States Ambassador to Italy.</i>

AIR FORCE ROTC GRADUATES

Anthony Joseph Agostinelli	David John Foley
Robert Carroll Bolster	Walter Joseph Flynn
Bruce John Brennan	Peter Paul Kehoe
Henry Joseph Cournoyer	Paul Albert Lachance
Reginald Arthur Cross	John Joseph Lynch
John Patrick Cummings,	John Raymond McGinn
<i>Distinguished Military Graduate</i>	Robert Henry Menard
Robert Patrick Curran	Francis Joseph O'Handley
Donald Joseph Deleppo	Frank Ronald Saya
James Norman Dempsey	Daniel John Sullivan
	Andrew Paul Zak, Jr.

HONOR SOCIETY

The following graduates were elected to membership in the Alpha Nu Chapter of Delta Epsilon Sigma, National Catholic Honor Society, in recognition of their high degree of scholarship as undergraduates and their scholarly promise for the future.

Donald Keith Atwood
Leon John Binkunski
Ronald Gordon Brady
John Joseph Burnett
Richard Alfred Dalia
Morgan Daniel Dowd

David Michael Essinfeld
Norman Richard Faucher
Gerald Norman Levasseur
Francis Joseph O'Handley
Louis Alexander Petrosino
David Anthony Quinlan

Andrew Paul Zak, Jr.

HONORARY DEGREES

William Edward Cotter, *Doctor of Laws*
John Anthony Volpe, *Doctor of Humane Letters*
Rev. Peter Arthur Nolin, *Doctor of Humane Letters*
His Excellency Russell Joseph McVinney, *Doctor of Laws*
His Eminence Francis Cardinal Spellman, *Doctor of Laws*

NEEDS OF THE COLLEGE

Chapel	\$500,000
Administration Building	400,000
Student Dormitory	400,000
Gymnasium and Field	500,000
Student Loan Fund	10,000
Endowments for Professorships, ea.	50,000
Scholarship Foundation	100,000

